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ABSTRACT

Resulting from a West Virginia training institute, the document provides guidelines (in outline form) for stimulating change in vocational education for handicapped students at the secondary level. Section I on the operational world provides a basis for developing sound organization needed for proper implementation of the guidelines. Steps geared toward national and regional, state agencies, district and community, and secondary school personnel cover the areas of funding power, personnel development, program development, and Local Education Agency plan writing and accountability. A second section focusing on the student world offers guidelines for due process procedures, parent participation, confidentiality of data, and module review relating to identification and referral, assessment and individual plan modules, placement and program modules, and monitoring and evaluation modules. Section III on the training world gives information on curricula content, available materials, teaching methods, and training environments for career preparation, formal studies, skill development, and work adjustment. In a final section on the work world, steps related to research resources, pre/inservice training, network integration, and outcome guarantees are explained for job marketing, job development, job placement, and job followup. Appended are a training manual, directory of contributors, data from institute evaluation, and a sample institute certificate. (SBH)

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The Proceedings From
West Virginia's Training Institute

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Expanding Options For Handicapped Persons Receiving Vocational Education

Sponsored by:

THE WEST VIRGINIA COLLEGE OF GRADUATE STUDIES,
DEPARTMENT OF SPECIAL EDUCATION

THE WEST VIRGINIA STATE DEPARTMENT OF EDUCATION,
BUREAU OF VOCATIONAL, TECHNICAL, AND
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June 14-18, 1976, West Virginia Institute of Technology,
Montgomery, West Virginia

EC 108457

The project reported herein was performed pursuant to a grant to the West Virginia College of Graduate studies from the West Virginia State Department of Education. The opinions expressed herein do not reflect necessarily those of the West Virginia State Department of Education, but those of the participants and consultants who contributed to the Guideline. This document was partially supported by funds from the Mid-East Regional Resource Center under contract with USOE/DHEW/BEH, contract number OEC-0-74-7903 and the Coordinating Office of the Regional Resource Center, contract number OEC-0-74-7894. The opinions expressed herein, however, do not necessarily reflect the position or policy of the USOE, and no official endorsement by the USOE should be inferred.

PREFACE

This Guideline was written to stimulate change in vocational education for students at the secondary level who have special educational needs.

The original intent was to develop the Guideline for West Virginia. As the writing progressed, however, it became apparent that all states in the nation have a similar need and that the content of the document, as well as the methodology used to produce the Guideline, had national implications.

Thus, it is addressed to administrators, teachers, counselors, parents, University personnel, funding agencies and others who are responsible for planning and implementing vocational education for secondary special needs students at the national, state, and local levels.

The methodology and the content of this Guideline have adaptation possibilities to meet the vocational needs of secondary special needs students in any geographic region in the United States.

The idea for the conference was generated to the Institute Director by input from many educators, representative of vocational education and special education, who articulated a desire to serve special needs students in vocational programs and a need for training to provide them with knowledge and skills necessary for coordination of efforts to meet this goal.

Toward this effort, funding was secured from the West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education and the Division of Special Education and Student Support Services. Superintendents of Schools from each of West Virginia's 55 counties were invited to send a team of four persons to the Institute. In addition, representatives of colleges, the Division of Vocational Rehabilitation, the Department of Mental Health, the Regional Education Service Agencies (RESAs), and the funding agencies were invited to participate.

Resource persons were secured from throughout the nation as well as from West Virginia to serve as consultants and leaders in the Institute. There were 159 participants in the Institute, 139 of whom contributed to the writing of this Guideline.

A unique and invaluable team of assistants to the Institute were the Chokidars (GATEKEEPERS). These persons were selected on the basis of their diverse skills and ability to assist the primary resource persons in a way that provided continuity to the workshop process.

The training manual (see Appendix) was prepared by the Training Coordinator for the working sessions of the Training Institute, and served as a guide to the development of this document.

In order to facilitate the group process and allow everyone to have maximum input, the Institute was divided into four sections or worlds: Operational, Student, Training, and Work. This Guideline deals with those areas separately, but when planning for the implementation of vocational education for the handicapped, these four areas should be considered as an integral whole.

THE CONTRIBUTORS (complete addresses located in Appendix)

The information contained in this Guideline resulted from the collective effort of 139 contributors from 32 of West Virginia's 55 counties, and nine resource persons from six states.

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The Theme

So that we could plan more comprehensively to utilize current programs, but expand these so that the exceptional student could have alternative options, the theme of the Institute, *"Run Into the Future, Run"* was chosen to emphasize the importance of this idea. The first verse of the song, *"Run Into the Future, Run,"* was written by the Training Coordinator, and throughout the week-long Institute, participants were invited to contribute additional verses.

RUN INTO THE FUTURE, RUN!
Run into the Rising Sun!
Run into the Future, Run!
Let your dreams be number one.

1. *Never weary there's a place for you;*
   You belong to history
   You're unique and unrepeatable,
   Expend your life for all mankind.

2. *Never worry what's ahead for you;*
   Always forward never back
   The pieces always seem to fall in place
   Fill the puzzle as you grow

3. *Searching for those miracles we can do,*
   For our own posterity
   People pledged to help other people
   Achieve a life with deep meaning.

4. *Don't let hard times get you down*
   Always strive to stay on top!
   A single step starts any journey
   Build a life for future times.

5. *Share your dreams with one another*
   Turn your visions into goals
   Let your work be an inspiration
   Change the future as you move.

6. *When you feel that you are fighting*
   Against a never ending flood
   Look around it might surprise you
   Caring people can be found.

7. *Laughter is the greatest therapy*
   Go nowhere without this tool
   Joy for life can be contagious
   Give away your happiness.

8. *Taking one big step at a time*
   Halting though it may be
   That's the way the battle's won
   It will lead to victory.

9. *Never fearing there's a way for you.*
   Be creatively involved
   Meeting needs which are your own
   Bringing fullness to all.

10. *Accept me with my limitations*
    See my strengths for what they are
    Come and share life's celebrations
    Then together we are born.

11. *Put the laughter in their faces*
    See the person deep within
    Heal the wounds we've created
    We are the family of man.

12. *Life can be colorful, filled with fun*
    Know that you're a special one,
    Without your dreams there'd be no sun
    Dreams belong to everyone.

13. *Trust and love can be more than words for us,*
    With your tiny hand in mine.
    So while we search for a better way,
    This love will simply be fine.

14. *Ever hoping to find the way to go,*
    We will walk by wood and stream,
    Peaceful may not be the way for us
    But we must try to reach the sun.

15. *Just make this your own priority*
    To your ownself please be true
    And it follows as the night the day,
    You can't be false to ANYONE!

16. *You can teach and help your student learn,*
    Working day by day.
    Set your sights unto the universe,
    We will be there someday.

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SCHEDULE

RUN INTO THE FUTURE, RUN!									
MONDAY 6/14/76		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
TIME	EVENT	TIME	EVENT	TIME	EVENT	TIME	EVENT	TIME	EVENT
9:00	Opening Greetings	9:00	Context by Vance Engleman	9:00	Context by Vance Engleman	9:00	Context by Vance Engleman	9:00	Training Implementation Model by Vance Engleman
9:30	Context & Schedule	9:45	Break	9:45	Break	9:45	Break	10:00	Break
10:00	Break	10:00	Demonstrations (2 or 3)	10:00	Workshop 4 Tactical Steps for each arena	10:00	Workshop 6 Begin Rough Draft Writing	10:15	Report from 5 Worlds
10:15	Clinics (5) Chaired Resource Persons							11:15	Evaluation
12:15	Lunch	12:00	Lunch	12:00	Lunch	12:00	Lunch	12:00	Closing Banquet!
2:00	Clinics (rotate - choose a 2nd group)	2:00	Workshop 2 Problemat (blocks and constraints)	2:00	Workshop 5 Implementaries for each step	2:00	Workshop 7 Continue writing		Send Out
4:15	Large group meeting to divide into small groups								
5:00	Break	5:00	Break	5:00	Break	5:00	Break		
5:30	Dinner	5:30	Dinner	5:30	Dinner	5:30	Dinner		
7:30	Workshop 1 Analysis Design & consensus construct	7:30	Workshop 3 Translate problems into tactical arenas	8:00	Social! (to be designed)	7:30	Workshop 8 finish writing		
9:30	Adjourn	9:30	Adjourn	9:30	Adjourn	9:30	Adjourn		

In order to expedite the implementation of vocational education for the handicapped, it is anticipated that the initial effort that began in West Virginia, which resulted in the writing of this Guideline, will be replicated throughout the counties/regions of West Virginia as well as in other states throughout the nation.

Plans for in-service workshops or institutes will be carried out by many professionals who themselves are not adult educators, but who will assume this role in addition to their regular duties because of their commitment to this goal.

To engage effectively in such an activity and help others develop knowledge and skills to meet their needs and the needs of those in their charge, careful planning must be carried out. In planning an institute, the elements must be carefully brought together so they are interacting in a continuous and dynamic way throughout the institute. For success, every moment must be demanding, intense, and exciting. If planning has been done carefully, every moment will be a state of expectant readiness and the institute will be guided to a successful conclusion.

Cook's (Chokidar) Model for Conference Planning (see Figure 1) which was used for planning the Training Institute on Vocational Education for the Handicapped in West Virginia, is discussed below. Others who wish to replicate the institute may find the model helpful in their planning. The activities carried out in the model were divided into four Units: 1) Proposal Development; 2) Participants; 3) Facilities; and 4) Workshop Management.

Unit 1: Proposal Development

Before time was spent on developing a proposal, the need for the proposed project was assessed. The assessment was carried out by a quick review of current literature and the priorities set by the Bureau of Education for the Handicapped. The review validated the need for the proposed conference. BEH, in fact, had set Vocational Education for the Handicapped as a top priority; the key element of Public Law 93-380, that is closely related to due process, is that handicapped students must be placed for educational purposes in the least restrictive environment; the Vocational Education Amendments of 1968 (PL90-567) earmarked 10 percent of the federal monies to be used to provide vocational education to the handicapped. The West Virginia State Department of Education, Bureau of Vocational, Technical and Adult Education and the Division of Special Education and Student Support Services recognized the need for an interagency model for comprehensive planning to implement these services for the handicapped.

Thus, after several conferences with the staff of these agencies, a preliminary application for funding a conference was submitted, which was followed by another meeting to defend the intent outlined in the application. Approval was given to prepare a complete proposal, which was twice revised before it was accepted and approval given to begin plans for the institute (see Figure II).

Unit 2: The Participants

The core of the institute was the participants, who were, in this instance considered a resource for their own learning (see Figure III). Their selection was critical to one of the major goals of the institute, to prepare a cadre of trained professionals to return to their counties or regions to conduct further in-service so that vocational education for the handicapped could be implemented statewide. Thus, a decision was made to ask each of the county school sueprintendents to select a team of four to participate in the institute. These teams were to be comprised of the directors of vocational education and special education, a high school special education teacher and a vocational education instructor or designees.

Other persons selected were chokidars, facilitators, and consultants. Four chokidars (gatekeepers) were selected as key people to provide continuity throughout the institute. Their selection was based on their skills in organization, interaction, secretarial work, and an enthusiasm for the tasks. One was assigned to work in each of the four worlds with the primary resource person assigned to that world.

Colleges and universities were invited to send staff and the Media and Bookmen's Association were asked to exhibit vocational materials.

Consultants. Consultants were selected as content people and as facilitators. These included local persons who know the guidelines established for the state as well as outsiders who brought in new ideas. The selection of these persons was made months prior to the institute, as good consultants book themselves months in advance.

A key consultant, and the first one who was chosen, was the professional trainer. This person had mastered the art of designing and orchestrating adult learning activities. The institute director then coordinated with the trainer methodology and a search for other consultants who had a combination of skills needed to reach the overall objectives established for the institute. For this particular institute, a combination of skills and knowledge in vocational education, special education, vocational rehabilitation and writing were needed.

Facilitators. The methodology which was designed for the institute necessitated some small group structures and a group of persons were selected to facilitate the small group activities. This group was carefully selected because of their demonstrated leadership ability.

Revision of Participants List. A termination date was established for the superintendents to nominate teams of participants. After that date, when all superintendents had not responded, a decision was made to appeal to them by telephone and concurrently to call the directors of special education and vocational education to determine whether or not they had been notified of the institute and to invite them to participate. A decision was then made to fill the remaining slots on a first come, first serve basis.

Unit 3: Facilities

Institutes can fail because of inadequate facilities planning. Therefore, once the goals and methodology for the institute were established and the number of participants was projected, minute, detailed plans were conceptualized regarding facility needs. This planning was done by the Director working with the training coordinator so that his specific needs were honored. Consideration was given to accommodations, recreation, food and refreshments, as well as adequate space for activities based on the institute structure. The needs were detailed in writing with illustrations drawn to indicate room arrangements for all activities planned, the number of tables, chairs, chalkboards, chart stands, etc., needed. These plans were presented when negotiating for space..

The director of the institute had the responsibility to see that the plans were carried out and reviewed the progress from time to time in order to make the necessary modifications of facilities prior to the beginning of the institute (see Figure IV).

Unit 4: Workshop Management

After the proposal was approved, the participants were selected, and plans were finalized for facilities, attention was given to the workshop management (see Figure V).

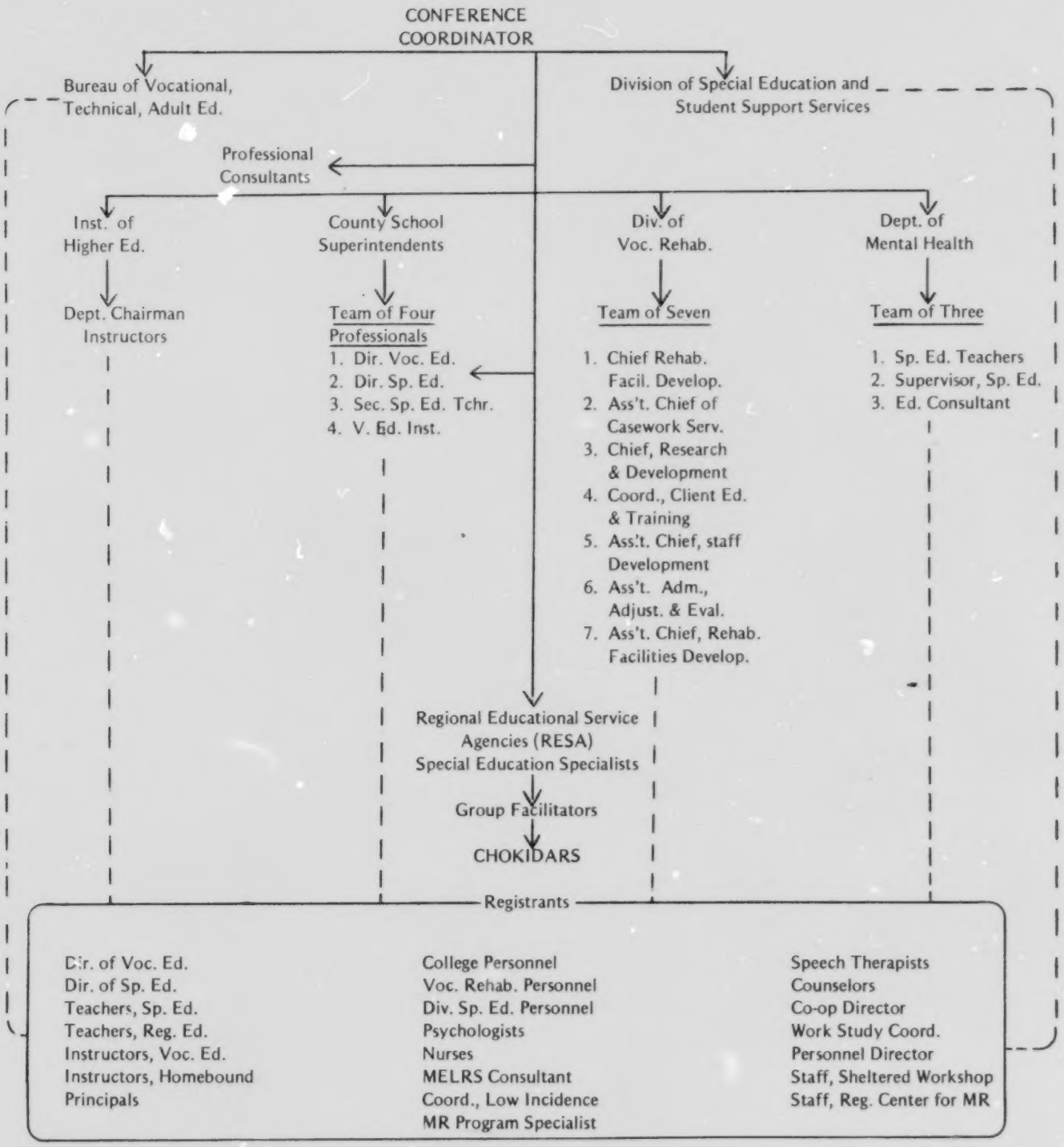
This included the preparation of workshop materials; packets for consulting, letters to all registrants, printing and collating worksheets, handouts, programs, directory of participants, participants assignments, campus maps, general information sheets, etc. Promotional materials were prepared that included data on consultants, the agenda for the institute, objectives and methodology, which was announced to the media.

Arrangements were made for transporting the consultants from the airport to their motel and for meeting with them prior to the institute so that rapport could be established within the group and with the institute director.

A preconference training institute was held for the facilitators, consultants, and chokidars preceding the beginning of the institute.

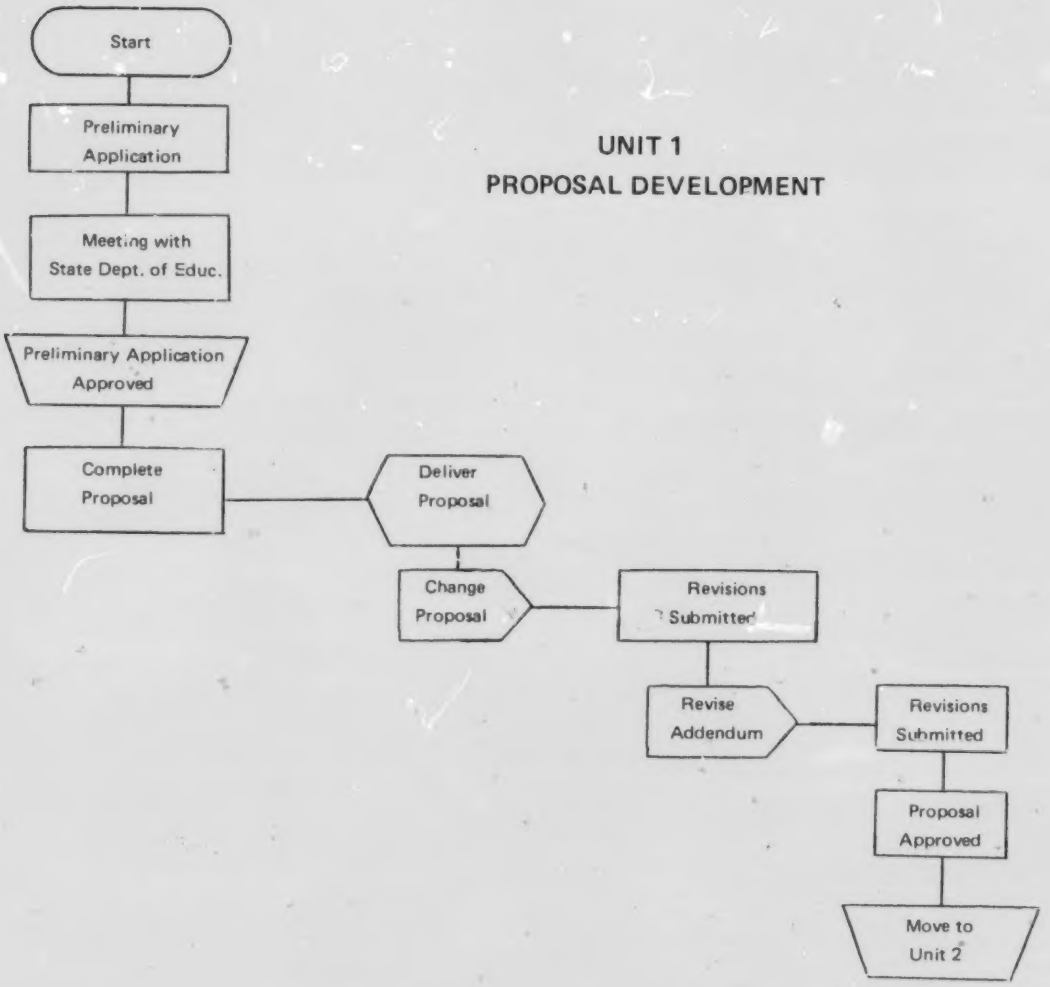
The institute ran for five days. It culminated with the participants receiving a rough draft of the guideline. The purpose of disseminating the rough draft was so the participants could edit and provide feedback to the director relative to the final draft of this guideline on *Expanding Options for Handicapped Persons Receiving Vocational Education.*

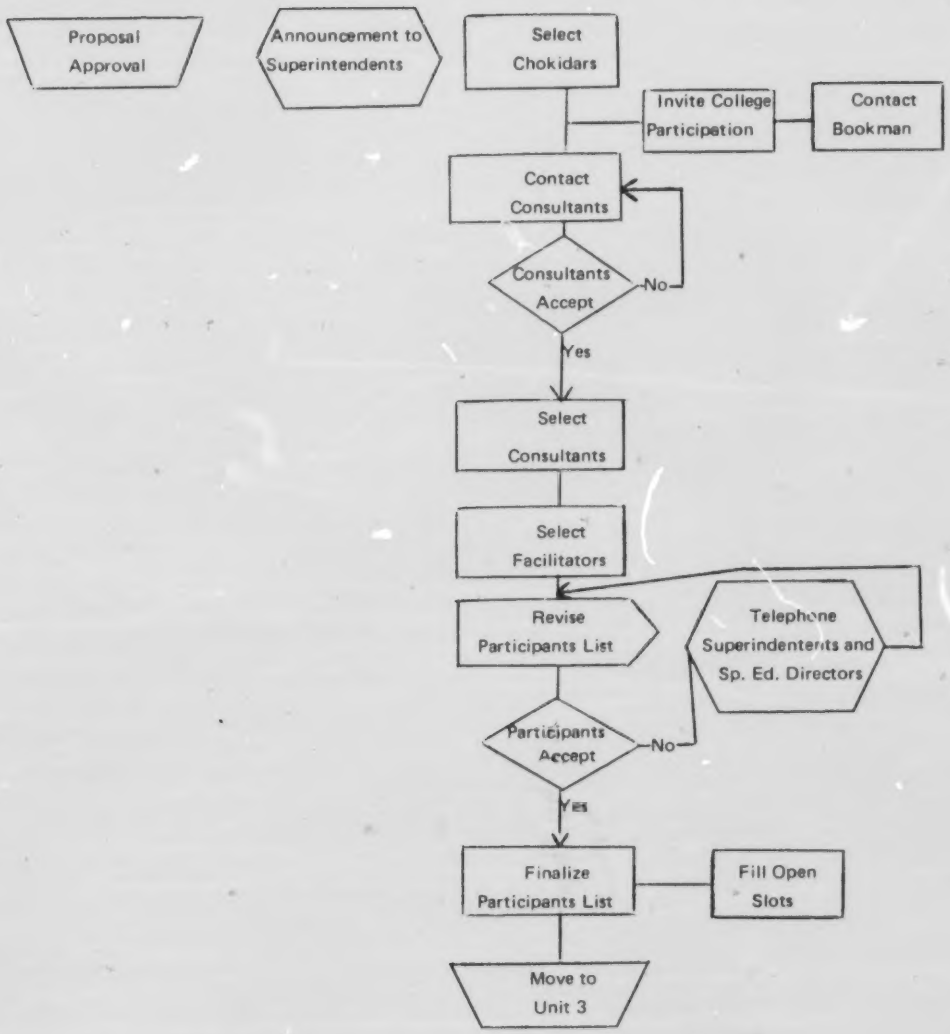
—Iva Dean Cook



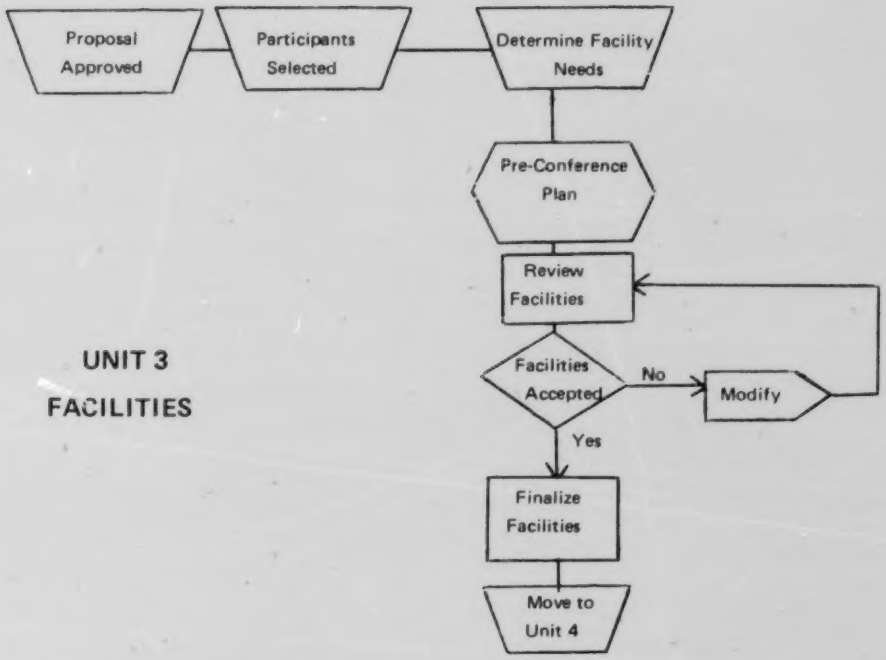
COOK'S (CHOKIDAR) CONFERENCE PLANNING MODEL

UNIT 1
PROPOSAL DEVELOPMENT



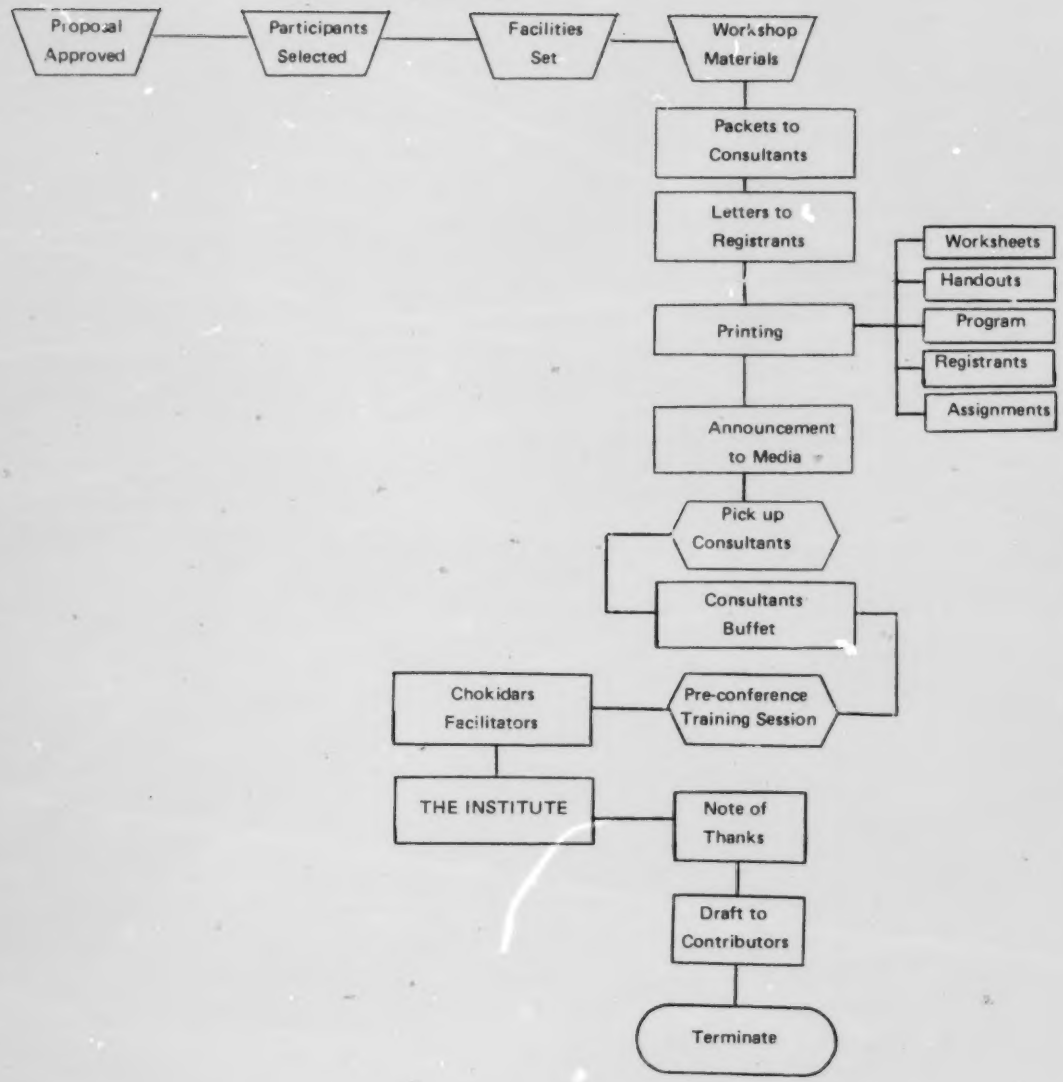


UNIT 2
PARTICIPANTS



UNIT 3

FACILITIES



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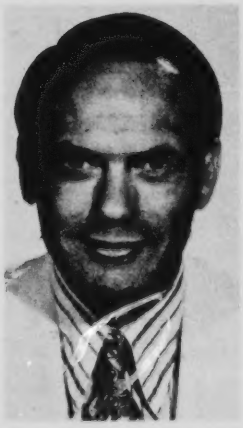
West Virginia
College of Graduate Studies



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OPERATIONAL WORLD

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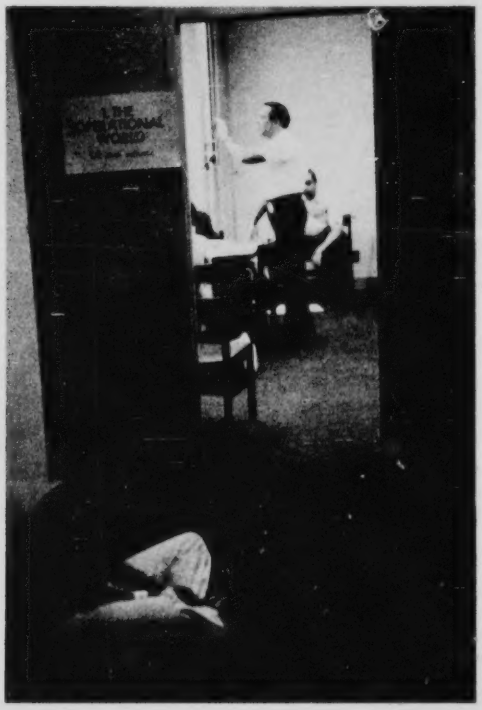

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INTRODUCTION TO THE OPERATIONAL WORLD

The success of an educational program seems to be predicated largely on the way it is organized and managed. The "Operational World," within the context of this Institute, will provide a basis for developing sound organization needed for proper implementation of these Guidelines. The ultimate success of the implementing phase will rest upon the willingness of agency personnel to accept change which may result from the Guidelines provided in the "Operational World".

Some elements of this "World" may appear extraordinary—they could create some anxiety in various quarters. Regardless of the apparent extraordinary features and ensuing anxiety, this input from field personnel must be given serious consideration. The product of the other "Worlds" will have little meaning if there is a failure to implement the intents of the "Operational World".

—by Jack Schuetz

OPERATIONAL WORLD

NATIONAL/REGIONAL **Funding Power and Personnel Development**

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.1.1.1 DEVELOP A SYSTEM WHICH CREATES AN UNDERSTANDING AND AWARENESS OF FEDERAL FUNDING SOURCES THROUGH BETTER UTILIZATION OF AVAILABLE FUNDING GUIDES.	1. Create at the regional level a publication on available federal funding sources for handicapped individuals.	Regional Directors of Vocational Education, Special Education and Vocational Rehab. shall appoint appropriate regional staff.
1.1.1.2 INVOLVE MEMBERS OF NATIONAL AND REGIONAL ADVISORY COMMITTEES CONCERNED WITH EDUCATION OF THE HANDICAPPED.	1. Invite members of National Councils and Advisory Committees concerned with the employment and training of handicapped individual to attend vocational education activities for the handicapped in W.V.	Directors of State Department of Education, Special Education, Vocational Education and Vocational Rehabilitation.
	2. Invite professional staffs from national and regional offices to attend vocational education activities for the handicapped in W.V.	(Same as above.)
1.1.2.1 DEVELOP A COORDINATED INTERAGENCY PERSONNEL PROGRAM.	1. Contact regional representatives to discuss the possibility of developing an interagency personnel training program.	1. State Directors of Vocational Education, Special Education and Vocational Rehabilitation. 2. Regional directors for Vocational Education, Special Education, and Vocational Rehabilitation.
1.1.2.2 IMPROVE THE UTILIZATION OF THE AREA LEARNING RESOURCE SYSTEMS IN PROVIDING INSTRUCTIONAL MATERIALS IN VOCATIONAL EDUCATION AND INDUSTRIAL ARTS FOR HANDICAPPED INDIVIDUALS FOR THE PURPOSE OF INSERVICE TRAINING.	1. Area Learning Resource System Coordinator should contact Resource Center in relation to materials needed for training efforts being implemented in W.V.	Area Learning Resource System Coordinator
	2. ALRS should purchase necessary materials as required by Regional Resource Center and forward to Department of Special Education in W.V.	Area Learning Resource System Coordinator
	3. ALRS will send personnel to inservice sessions instituted by Regional Resource Center for purpose of acquiring instructional materials as needed.	Area Learning Resource System Coordinator

WHERE	HOW	WHEN
Philadelphia, Pa. Regional offices.	1. Assigned representatives will consolidate all publications into one indexed document. 2. Distribute the document to State Agency directors in Voc. Ed., Spec. Ed., and Voc. Rehab. 3. Assigned representatives shall visit the State to assist in the understanding and utilization of the document.	Fiscal year 1977 - 78 Fiscal year 1977 - 78 Fiscal year 1978; Then semiannually.
Site of the activity.	1. State Agency directors should send written invitations. 2. Phone calls should follow written invitations. 3. State personnel should accompany visitors. 4. Significant state officials should greet visitors.	When the personnel operating the activity feel they are ready for a visitation, and when the visitors can conveniently come.
(Same as above.)	(Same as above.)	(Same as above.)
Charleston, W.Va. Philadelphia, Pa.	1. Written communication, personal on-site visits, telephone contacts. 2. At annual regional conference, participants discuss activities, needs, priorities, and establish program objectives for coming year.	Fiscal Year 1977 Fiscal Year 1977
Area Learning Resource System, Lexington, Ky.	1. Telephone Exchange. 2. ALRS coordinator writes technical assistance agreement to procure materials as needed.	Fiscal Year 1977 Fiscal Year 1977
Area Learning Resource System, Lexington, Ky.	Purchase selected materials.	Fiscal Year 1977
Area Learning Resource System, Lexington, Ky.	Disseminate purchased materials to State Departments, RESA, Colleges, Universities and Vocational Resource Center at Cedar Lakes.	Fiscal Year 1977

OPERATIONAL WORLD

NATIONAL/REGIONAL Personnel Development and Program Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.1.2.3 IMPROVE THE UTILIZATION OF THE MID-EASTERN REGIONAL RESOURCE CENTER	1. SLRS Coordinator should contact all LEA, RESA personnel and West Virginia Resource Center for Vocational Technical Education to facilitate dissemination of information about regional center services.	West Virginia Learning Resource Systems Coordinator, assisted by appropriate Special Education Personnel.
	2. SLRS Coordinator should contact all universities and colleges to encourage the involvement of Special Education, Vocational Education, Vocational Rehabilitation, and Industrial Arts to attend Training efforts which may result in the LEA or RESA.	West Virginia Learning Resource Systems Coordinator, assisted by appropriate Special Education personnel.
	3. SLRS Coordinator should contact SEA, Vocational Rehabilitation, Vocational Education, Special Education, and Industrial Arts to be represented during the training efforts which may result in the LEA or RESA.	West Virginia Learning Resource Systems Coordinator, assisted by appropriate Special Education Personnel.
1.1.3.1 DEVELOP A COORDINATED PROGRAM BETWEEN VOCATIONAL EDUCATION, VOCATIONAL REHABILITATION AND SPECIAL EDUCATION TO EXPEDITE THE DELIVERY OF SERVICES TO HANDICAPPED INDIVIDUALS.	1. Recommend the Mid-East Regional Resource Center set up a model for delivery of services to handicapped individuals.	1. Director of Mid-East Regional Resource Center. 2. The Area Learning Resource System Coordinator.
1.1.3.2 DEVELOP AND IMPLEMENT NATIONAL AND REGIONAL LEADERSHIP CONSORTIUM IN THE AREA OF SPECIFIC PROGRAM PLANNING, MONITORING AND EVALUATION OF PRESENT PROGRAMS.	1. Recommend that state agencies contact regional representatives to discuss possibility of developing regional leadership consortium in the area of joint specific program planning, monitoring and evaluation of present programs consistant with Public Law 94-142, Vocational Education Act 1963, as amended 1968-72, and the Vocational Rehabilitation Act of 1973, as amended 1974.	1. State Directors of Vocational Education, Special Education and Vocational Rehabilitation. 2. Regional representatives of Vocational Education and Vocational Rehabilitation.

WHERE	HOW	WHEN
1. Department of Special Education, Charleston, W.Va. 2. Department of Vocational Technical Education, Cedar Lakes.	1. Written communications. 2. Visitation to RESA.	Fiscal Year 1977
Where located.	1. Written communications. 2. Follow up on telephone. 3. Visitation to college or university campuses.	Fiscal Year 1977
1. State Department of Education, Charleston, W.Va. 2. Department of Vocational Technical Education, Cedar Lakes.	1. Written communication. 2. Telephone. 3. Visit appropriate SEA Divisions.	Fiscal Year 1977
1. George Washington University, MELRS, Washington, D.C. 2. Charleston, W.Va.	1. ALRS Coordinator will write a technical assistance agreement for development of the program. 2. The Mid-East Regional Resource Center shall assign a team of consultants to the state of West Virginia to develop and implement program.	Fiscal Year 1977
Charleston, W. Va. Philadelphia, Pa.	Initiate written communications and telephone contacts to be followed by on-site visits.	Fiscal Year 1977

OPERATIONAL WORLD

NATIONAL/REGIONAL LEA Plan Writing and Accountability

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.1.4.1 PROVIDE FOR STAFFING AND ADEQUATE TIME FOR INTERAGENCY INSERVICE TRAINING AND PLANNING.	1. Regional office shall provide staffing and available time to accomplish interagency in-service training and planning.	1. The State Directors of Voc. Ed., Voc. Rehab., and Spec. Ed. 2. Regional Representatives.
1.1.4.2 DEVELOP A PROGRAM TO OBTAIN NEEDED TECHNICAL ASSISTANCE IN WRITING PROPOSALS FOR FEDERAL GRANTS.	1. Establish multicounty seminars in procedure of writing proposals for federal grants in conjunction with the Mid-East Regional Resource Center.	1. State directors of Vocational Education, Special Education, Vocational Rehabilitation, and RESA.

WHERE	HOW	WHEN
Charleston, W.Va. Philadelphia, Pa.	1. Initiate written communication, telephone contact, and on-site visits. 2. Regional office appoints staff to write guidelines, check program monies, review priority areas, etc. 3. Communicate materials and findings to three state directors. 4. State agency personnel task force determines the feasibility of project.	Fiscal Year 1977
George Washington University, MELRS, Washington, D.C. Charleston, W.Va.	1. ALRS Coordinator writes technical assistance for development of program. 2. The Mid-East Regional Resource Center assigns team of consultants to state of W.Va. to develop and implement program.	Fiscal Year 1977

OPERATIONAL WORLD

STATE AGENCIES Funding Power and Personnel Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.2.1.1 ESTABLISH AT THE STATE LEVEL AN INTERAGENCY COUNCIL COMPOSED OF REPRESENTATIVES OF VOCATIONAL EDUCATION, SPECIAL EDUCATION, INDUSTRIAL ARTS, AND VOCATIONAL REHABILITATION TO COORDINATE ACTIVITIES RELATED TO VOCATIONAL EDUCATION OF HANDICAPPED INDIVIDUALS.	Establish an interagency council to coordinate activities relative to vocational education for handicapped individuals.	State Department of Education Divisions of Special Education, Vocational Education, Industrial Arts, and Division of Vocational Rehabilitation.
1.2.2.1 DEVELOP CONTINUOUS PROCESS FOR UPGRADING PROFESSIONAL COMPETENCIES OF STATE DEPARTMENT STAFF RELATIVE TO VOCATIONAL EDUCATION FOR HANDICAPPED INDIVIDUALS.	1. Conduct study to determine competencies needed by state level personnel who deal with vocational programs for handicapped individuals.	Interagency Council or designee.
	2. Plan in-service training for State Department personnel involved in vocational programs for handicapped individuals.	Interagency Council, or designee.

WHERE	HOW	WHEN
At state level.	1. Council shall be composed of representatives from Vocational Rehabilitation, Special Education, Industrial Arts, and Division of Vocational Rehabilitation. 2. Funds shall be provided by participating divisions to support on-going activities of Council. 3. Council has responsibility of coordinating disbursement of funds from involved agencies, establishing guidelines for program development, and other tasks as deemed advisable. 4. The coordination of funds is intended to do two things: a. Earmark funds for vocational education of handicapped individuals; b. To appropriate adequate support to ensure equality of program components throughout State.	ASAP ASAP
At state level.	1. Collect and review information from other state agencies relative to competencies needed; 2. Identify source of funding to conduct study; 3. Collect and review information from persons active at state level in programming of Vocational Education of handicapped individuals; 4. Compile data; 5. Convene to review competencies completed in Step 1; 6. Research current literature available on improving skill.	ASAP and continue on an on-going basis.
State level.	1. Ascertain personnel to develop in-service delivery model. 2. Ascertain the following: a. Specific staff to be in-serviced; b. Specific areas of content; c. Specific delivery model; d. Specific timeline for implementation; e. Method of evaluation after sessions.	Continue on on-going

OPERATIONAL WORLD

STATE AGENCIES Personnel Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Provide funding to permit implementation of in-service for state staff.	Interagency council.
	4. Implement programs for upgrading professional competencies of State Department Staff.	Interagency council, or designee.
1.2.2.2 PROVIDE GUIDELINES AND TECHNICAL ASSISTANCE FOR THE DEVELOPMENT OF INSERVICE AT THE LEA LEVEL.	1. Develop in-service guidelines relative to Vocational Education for handicapped individuals.	Continuing education task force subcommittee on in-servicing interagency council.
	2. Disseminate in-service guidelines relative to Vocational Education for handicapped individuals.	Interagency council and designee.
	3. Designate state department personnel to provide technical assistance to local education agency.	Interagency council or designee.
1.2.2.3 IMPLEMENT AN IN-SERVICE TRAINING PROGRAM FOR TEACHERS AT THE LEA LEVEL.	1. Design and implement a program for in-service training at LEA level.	Interagency council or designee.
	2. Provide funding for support of in-service training at LEA for instructors in Vocational programs for handicapped individuals.	Interagency council, or designee.

WHERE	HOW	WHEN
State and federal level	1. Request list of available sources from state department of finance. 2. Inquire about federal support funds. 3. Inquire about financial support relative to specific issues from nongovernmental sources.	ASAP ASAP ASAP
At state level.	1. Designate, acquire training personnel. 2. Schedule training sessions as designated by timeline. 3. Provide incentives for attendance.	ASAP and when necessary.
In conference at state level.	1. Review report of continuing education task force on local in-service. 2. Solicit and review all representative samples of in-service guidelines regarding Vocational Education for handicapped individuals. 3. Derive concensus in information and formulate guidelines.	ASAP and when necessary.
Statewide	Distribute guidelines to appropriate LEA personnel.	ASAP after completion, but within one month.
State level.	1. By appointment. 2. Communicate that technical assistance is available to LEA's	As requested or needed by LEA.
At state level.	1. Review current information regarding in-service training in state. 2. Review curriculum guidelines from other states. 3. Review professional literature in area. 4. Obtain professional consultation. 5. Design curriculum. 6. Design a model for implementation of in-service training. 7. Select appropriate personnel to conduct in-service programs.	ASAP and as needed
Local, state and federal level.	1. Request list of available sources from State Department of Finance. 2. Inquire about availability of private funds. (Kennedy). 3. Investigate sources of federal funding (i.e. MELRS). 4. Establish priority of on-going interagency funds.	As needed.

OPERATIONAL WORLD

STATE AGENCIES Personnel Development and Program Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Evaluate effectiveness of in-service training.	Participants of in-service sessions.
1.2.2.4 INITIATE A FEASIBILITY STUDY REGARDING NEW CURRICULUM APPROACHES AT THE HIGHER EDUCATION LEVEL FOR CERTIFICATION OF TEACHERS OF VOCATIONAL EDUCATION FOR HANDICAPPED INDIVIDUALS.	Develop and submit a proposal to the State Department of Education regarding initiation of a feasibility study.	Interagency council, or designee.
1.2.3.1 PROVIDE STATEWIDE SUPPORT FOR THE ESTABLISHMENT OF SPECIAL EDUCATION WITHIN THE STATE DEPARTMENT OF EDUCATION.	Create the division of special education.	State Superintendent of Schools and/or Governor and/or Senate/House Education Committees and/or State Bd. of Ed. and/or Consortium of LEA representatives.
1.2.3.2 PROVIDE STATE LEVEL SUPPORT FOR INNOVATIVE PROGRAMS AT THE LEA LEVEL.	1. Provide supplementary funds to the LEA's for development and council implementation of innovative programs.	Interagency council.
	2. Provide human resource support to the RESA and LEA for the development of innovative programs.	Interagency Council, or designee.
	3. Disseminate information regarding other successful programs.	Interagency council and designee.

WHERE	HOW	WHEN
At regional and local	1. Develop questionnaires designed for individual in-service sessions. 2. Request input from in-service participants on questionnaires and in conferences. 3. Review input.	At end of in-service training sessions.
State level	1. Review current certification requirements in the State. 2. Suggest steps for feasibility study. Review present certification requirements in other states. 3. Review professional literature in area of certification. 4. Obtain external professional consultation.	As needed.
At state level.	1. Seek resolution for House Education Committee acknowledging the need for a separate division of Special Ed. 2. Lacking interaction at state level efforts at LEA/RESA level should be undertaken. Support for this effort can be solicited from professional and parent organizations (i.e. AAMD, CED, ABCD). 3. Support should be solicited from State Advisory for Special Education	Prior to legislative session. When needed. When needed.
At state level.	1. Utilize funding sources available to the Interagency Council. 2. The interagency council should explain all sources of supplemental funding.	An on-going process. On-going process.
State to RESA or LEA.	The interagency council should develop a human resource task force	Upon request.
State level.	1. Maintain an on-going review of innovative programs in areas of Voc. Ed. for the handicapped individuals. 2. Supply information to LEA's through mailing, original workshops and conferences.	Continuous process. At regular intervals, for example: bi-monthly or quarterly.

OPERATIONAL WORLD

STATE AGENCY LEA Plan Writing and Accountability

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.2.4.1 ESTABLISH PROGRAM GUIDELINES FOR THE LEA'S TO USE IN THE IMPLEMENTATION OF VOCATIONAL EDUCATION FOR THE HANDICAPPED.	1. Develop program guidelines	Interagency council, or designee.
	2. Disseminate program guidelines.	Interagency council, or designee.
1.2.4.2 ESTABLISH A REVIEW COMMITTEE TO MONITOR THE FISCAL AND PROGRAM IMPLEMENTATION ACTIVITIES OF THE INTERAGENCY COUNCIL AS RELATED TO THE VOCATIONAL EDUCATION OF THE HANDICAPPED.	1. Establish committee.	LEA boards of education and RESA boards of directors and Division of Vocational Rehabilitation.
	2. Conduct biannual review of interagency council's activities.	Ad hoc committee.
	3. Provide adequate funds to support the activities of the full review committee.	State Department of Education and participating agencies.

WHERE	HOW	WHEN
At state level.	1. Establish Ad Hoc Committee.	ASAP after the formulation of the interagency council.
	2. Provide funds for the development of guidelines.	As needed in sequence suggested by "HOW" column.
	3. Review existing guidelines.	
	4. Define basic objectives of program for Vocational Education of handicapped individuals.	
	5. Prepare and disseminate to LEA personnel preliminary guidelines for review and comment.	
	6. Formulate and publish finalized guidelines.	
From state level to LEA & RESA	1. Through mailings.	As needed.
	2. Through regional and local workshops.	
At local and regional	1. Appointed persons should be familiar with fiscal management and educational development.	ASAP after the formulation of the interagency council.
	2. The committee shall consist of one representative from each LEA and one from each RESA.	
	3. Review activities should be carried out by ad hoc committee of 10 members to be selected from the total committee.	
Review will be conducted	1. Ad hoc committee will be furnished with budget from the interagency council.	Biannually (in January).
	2. On-site process/product/and fiscal audit will be conducted by an ad hoc committee.	Biannually during the months of January and February.
	3. Oral report should be given by the review committee on-site.	
	4. Written report of the review committee's findings shall be submitted to the interagency council and the full committee.	
	5. A summary report should be submitted to the State Board of Education.	
From funding sources to review committee.	1. Committee should establish an adequate organization to carry out its activities.	ASAP
	2. Committee leadership should submit a budget to the State Department of Education and other participating agencies.	ASAP

OPERATIONAL WORLD

DISTRICT AND COMMUNITY Funding Power

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.3.1.1 DEVELOP SUFFICIENT FUNDING THAT WILL ALLOW IMPLEMENTATION OF A FULL SERVICE MODEL FOR THE HANDICAPPED.	1. Provide joint funding of Voc. Ed./Sp. Ed. programs with local, state and federal agencies contributing.	County boards of education, state, federal (HEW), ARC, USOE.
	2. Provide county funds in specified amounts to insure purchase of adequate programmatic materials and supplies.	County boards of ed.
	3. Provide adequate staff and staff development funding for full service programming.	Boards of education, county administration.
	4. Develop funding that will provide for auxiliary services: a. record keeping; b. clerical support; c. supplies and materials.	County, state, federal, community.
1.3.1.2 PROVIDE ADEQUATE FUNDING FOR FACILITIES AND EQUIPMENT TO INSURE NEEDED VOCATIONAL EDUCATION FOR THE HANDICAPPED.	1. Develop a comprehensive county plan that provides adequate facility and equipment utilization.	Vocational and Special Education directors, professors, staff, superintendents, teachers, lay persons and agencies.

WHERE	HOW	WHEN
At local level	Use: 1. Local Levies; 2. State and Federal grants; 3. State aide formula; 4. ARC grants (governor's office); 5. Gifts; 6. Funds resulting from 1963, 1968, 1972 Voc. Ed. funding legislation; 7. Federal law.	Prior to implementation (annually).
County level.	1. Develop a budget based on: a. Student needs; b. Program needs; c. Teacher needs; d. Resource needs. 2. Place these costs into a line item within county budget. 3. Accept gifts and grants, if offered.	Annually, beginning 1977-78.
In 1. county; 2. regional; 3. state; 4. national; 5. international.	1. As determined by needs assessment. 2. Recruit qualified staff: a. campus interviews; b. referrals; c. advertisements; d. applications received. 3. Supportive services: (Examples—speech and hearing therapists, psychologists). 4. Provide competitive salary schedule to attract and retain qualified staff.	1. As determined by assessmen 2. Scheduled by need and consultant availability.
Local level, regional (multi-county), state.	1. Local levy; 2. State and federal grants; 3. State aid formula; 4. Community Service groups; 5. Prepare full service model.	1. As scheduled; 2. As needed by student or program.
1. Building level. 2. County level.	Needs assessment survey of existing facilities and equipment by county staff: 1. School facilities; 2. School equipment; 3. Community facilities; 4. County facilities; 5. State and federal facilities	Annually, preceding development of county plan.

OPERATIONAL WORLD

DISTRICT AND COMMUNITY Funding Power

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Establish local funding on an annual basis for appropriate equipment and instructional supplies for the vocational education of the handicapped.	County boards of education.
	3. Provide information to county school personnel and the board of education concerning Public Law 94.142 relating to mandated special education and vocational education for the handicapped.	County directors of vocational education and special education.
	4. Initiate plans that promote legislation to be enacted to raise: bond debt limits; raise the 100 per cent levy ceiling to provide additional funds.	1. Board of education; 2. Concerned community groups;. 3. Local educational leaders and organizations; 4. Local legislators.
1.3.1.3 DESIGN AND IMPLEMENT A BUDGET CALENDAR WHICH WILL ALLOW SUFFICIENT PLANNING AND PREPARATION TIME AT THE COUNTY LEVEL.	1. Develop funding procedure for State of West Virginia that requires funding of vocational education of handicapped children in each county one year in advance of implementation of instructional process.	1. State Dept. of Education; 2. Council of local directors; 3. Association of Secondary Administrators.

WHERE	HOW	WHEN
Local (county) level.	1. County directors of special education and vocational education present request to county boards of education detailing: a. teacher needs; b. appropriate equipment; c. expanded program needs; d. new program needs; e. additional auxiliary and ancillary costs; f. student screening and evaluation costs; g. assessment tools. 2. Set aside blocks of funds for special programs. 3. Provide service in facilities other than schools.	Annually, (prior to Feb. 15).
In building—county level.	1. Develop written information pertaining to 94.142 for presentation at building in-services. 2. Produce copies of due process for all county personnel. 3. Public meetings regarding Law 94.142 and county due process. 4. Releases to news media.	Beginning in Sept., 1976.
County; Regional; State	1. Revision and/or amendment of State Constitution by constitutional convention. 2. Achieved by: a. letter writing; b. news releases; c. radio and TV spots; d. personal contacts; e. legislative action; f. legal action.	As soon as possible.
County; Region, State	1. Submit budget requests 18 months prior to implementation. 2. Bring pressure to bear on governor, legislators, and bureaucrats to establish lead time budgeting by: a. personal contacts; b. letters; c. group appeal. 3. Involve concerned lay people (business and civic leaders, ministers, concerned parents, and others). 4. Submit data to the State indicating need for earlier funding policy.	Process begun immediately and continued until goal is achieved.

OPERATIONAL WORLD

DISTRICT AND COMMUNITY Funding Power

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Prepare a joint communication to be sent from participating agencies to legislative leaders and government requesting better lead time in budgetary planning.	1. Teachers; 2. Boards of Education; 3. Administrators; 4. Citizens; 5. Superintendents; 6. State boards of education; 7. RESA personnel.
	3. Establish a better lead time at the county level for budgetary and program planning.	1. County superintendents; 2. County finance officers; 3. Voc. education and special education directors and teachers; 4. Parent representatives; 5. RESA regional special education specialists; 6. Ancillary personnel; vocational adv. bd. representatives.
	4. Initiate planning of Vocational Education for handicapped 18 months in advance implementation using anticipated funding as a base.	1. Local Director; 2. Superintendent; 3. Special education director.
1.3.1.4 TO DEVELOP STANDARDIZED FUNDING WITHIN THE LOCAL BUDGETS TO FACILITATE LOCAL PLANNING FOR SPECIAL AND VOCATIONAL EDUCATION FOR THE HANDICAPPED.	1. Establish a minimum amount of funding per individual needed for special and vocational education.	1. Co. boards of education; 2. Co. administrators; 3. Co. coordinator of in-service; 4. Citizen groups.

WHERE	HOW	WHEN
1. Local; 2. County; 3. Region; 4. State.	1. Letter composition; 2. Telegram; 3. Phone; 4. Personal conference.	Three months before Legislature meets.
1. Local schools;	1. Require teachers to submit a cost estimate of needed supplies and equipment prior to budget development by county officials. 2. Develop program in accordance with budget requests. 3. Teachers submit plans to the director indicating need for lead time in planning future programs. 4. Teachers' meetings. 5. Administrative reform. 6. Departmental teachers' conferences.	Eighteen months prior to actual implementation of program.
County level.	Comprehensive plan shall have input from the following areas: 1. Parents; 2. Teachers; 3. Community; 4. Local business and industry; 5. RESA; 6. Vocational rehabilitation.	On-going annually.
County level	1. Fund on a per pupil basis formula; 2. Program support by pupil allocation; 3. Special equipment allocation; 4. Support personnel; 5. Excess funding for transportation; 6. Funding for evaluation and supportive services (i.e., P.T.O.T., S&H, etc.); 7. Submission of county plan; 8. Submission of proposal for grant; 9. Budgeting for pre-service, in-service and continuing education.	When budgeting.

OPERATIONAL WORLD

DISTRICT AND COMMUNITY Funding Power

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Provide minimum amounts of money from the funds allocated through federal, state and local sources.	1. Board of education; 2. Co. administration personnel.
	3. Utilize funds from weighted units in special education and vocational education monies for those categories only.	1. County board; 2. Professional staff.
	4. Provide funding that insures pre-service and in-service for professional growth for new and existing personnel.	1. Boards of Education; 2. Coordinator of in-service and continuing education.

WHERE	HOW	WHEN
County level.	1. 10 per cent matching federal funds set aside; 2. 15 per cent matching state funds set aside; 3. Generate supportive data; 4. Secure trained personnel; 5. Pre, in-service and continuing education; 6. Support agencies that provide services (county health); 7. Provide for consultation services; 8. Provide clerical support; 9. Develop special equipment account in county budget. 10. Develop special facilities in the county budget; 11. Maintain personnel to write programs; 12. Hire program support people (prescriptive writers).	On-going process.
County level.	1. Develop account ability plan that insures specific spending by account. 2. Require special education/vocational education directors sign off and be held accountable for those categories aside for special education and vocational education (responsibility/accountability). 3. The special education/vocational education director will report to the superintendent a plan for expenditures and present documentation showing proper utilization. 4. Expand use of evaluation funds for evaluation only. 5. Design a plan at the local level which designates funds for personnel training.	On-going process.
1. County; 2. Region; 3. State; 4. Nation.	1. Develop incentives to attract teachers into program: a. free training; b. on-site extension crews; c. credits for renewal; and d. salary increment. 2. Design a systematic budget for support pre-service, and in-service: a. operation; b. student service; c. clerical; d. supportive service; e. building; f. material and supplies. 3. Develop consultant services list. 4. Develop local needs survey/assessment. 5. Field trips to other states and agencies to observe their programs and revise to meet local programmatic needs.	On-going—as needed.

OPERATIONAL WORLD

DISTRICT AND COMMUNITY Personnel Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.3.2.1 TO PROVIDE ADEQUATELY TRAINED STAFF TO MEET ANTICIPATED NEEDS.	1. Conduct needs survey that will identify various types of personnel required for program implementation.	Task force including representation from: 1. Administrative units; 2. Psychological services; 3. Education services; 4. Speech and auditory services.
	2. Survey existing personnel to determine their qualifications for working with handicapped individuals.	1. Director of special education; 2. County superintendent of schools; 3. County director of vocational education; 4. Personnel directors.
	3. Design systematic approach that insures adequately trained personnel for priority I students. Vocational education of the handicapped will be considered a priority I category.	1. Personnel director; 2. County superintendent of schools; 3. Colleges and universities.
	4. Maintain an active file of prospective qualified candidates for instructional positions within the discipline of special education and vocational education at the county level.	County personnel director.
	5. Inform teacher training colleges and universities of staff development needs of special education and vocational education teachers.	1. Teachers; 2. Board of Education; 3. Bureau of Teachers; 4. Certification of SDE, Special education and vocational education; 5. RESAs; 6. Concerned citizens; 7. Parent advocate groups.

WHERE	HOW	WHEN
At county level	Develop and utilize a needs assessment instrument which identifies type of personnel needed to conduct specific county programs.	Prior to the implementation of the county program.
1. In local area schools; 2. County office.	1. Study education records for indications of training gaps and needs. 2. Conduct teacher self-assessments. 3. Supervisory assessments of teachers. 4. Superintendents assess directors and supervising staff.	1. Data based evaluation prior implementation of programs. 2. Re-evaluation yearly of on-going data for all personnel involved with handicapped programs.
At county level.	1. Hire best qualified personnel available. 2. Update existing staff by: a. providing in-service based survey needs; b. re-assignment of personnel; c. continuing education. 3. Recruitment from colleges and universities. 4. List expected need in media: a. newspapers; b. radio; c. TV. 5. Send needs list regarding employees to the state.	Prior to implementation of program and continuously thereafter.
In county office.	1. Contact state department of education for referrals. 2. Contacts with student-placement centers both within or outside the state. 3. Submitted applications filed. 4. Interviews.	Continuously updated.
1. State universities; 2. State colleges; 3. State Board of Regents.	1. Correspondence. 2. Contact from local, regional, state agencies. 3. Media (if necessary). 4. Disseminate assessment needs to colleges and universities for planning and scheduling classes in regions (assessments could be co-sponsored by colleges, universities, RESAs and counties).	Immediately.

OPERATIONAL WORLD

DISTRICT AND COMMUNITY Personnel Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.3.2.2 DESIGN PRE-SERVICE AND IN-SERVICE PROGRAMS THAT MEET THE NEEDS OF CURRENTLY EMPLOYED PERSONNEL WORKING IN VOCATIONAL EDUCATION FOR THE HANDICAPPED.	1. Survey staff to determine the priority in-service needs in their various areas of specialization.	County directors of vocational education and special education and their staffs.
	2. Mandate in-service for auxiliary personnel in understanding and working with handicapped individuals.	1. Bus drivers. 2. Cooks. 3. Janitors. 4. Health workers. 5. Instructional aides. 6. Social workers. 7. Paraprofessionals.
	3. Utilize to fullest extent county, RESA, state department, and outside agency personnel to provide in-service for staff development.	1. Teachers. 2. Paraprofessionals.
	4. Publish regional in-service calendars that include scheduled county and RESA in-service meetings that can be attended region-wide.	RESA, in conjunction with county superintendents and in-service coordinators.
	5. Inform colleges and universities of special classes needed for upgrading skills of county staffs.	A task force comprisedof: 1. County superintendent; 2. Director of vocational education; 3. Director of special education; 4. Educational agencies; 5. Parent advocacy groups; 6. Concerned teachers.

WHERE	HOW	WHEN
Each school and county board office	1. Conversation with teachers 2. Visual observation of certification records. 3. Teacher needs assessment. 4. Interest survey (staff). 5. Disseminate certification requirements.	Continuously, as needed.
1. County. 2. In building.	Conferences and workshops conducted by personnel from vocational rehabilitation, professional teaching staff, administration, and outside consultants.	As needed.
Local and county.	1. County superintendent and staff to provide workshops utilizing personnel from RESA, state department of vocational education, vocational rehabilitation, colleges and universities. 2. Report to RESA county needs. 3. Develop advisory committee.	Annually, or as needed.
RESA I through VIII.	Input from each county collected in each region by RESA coordinator to be published and distributed regionally each semester.	Semi-annually.
1. In university or college general education. 2. Teacher training programs.	1. Inform state board of education of needs. 2. Contact state departments of special education and vocational education. 3. Contact education associations for their support. 4. Utilize media to bring program before public. 5. Evaluate certification requirements, course offerings, teacher training, personnel, student teaching opportunities of colleges and universities.	Now.

OPERATIONAL WORLD

DISTRICT AND COMMUNITY Program Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.3.3.1 DESIGN AND IMPLEMENT A FULL MODEL RELATING TO THE NEEDS OF VOCATIONAL EDUCATION FOR HANDICAPPED.	1. Submit to the state a comprehensive vocational education plan for the handicapped (to be transmitted to HEW).	1. County board administration. 2. Director special education and staff. 3. Director vocational education and staff. 4. Agencies (vocational rehabilitation). 5. Business and industry. 6. Parent groups.
	2. Establish a timetable of target dates for accomplishment of goals and objectives included in the plan.	1. Board of education. 2. County administration. 3. County staff.
	3. Design county plan that will ensure all supportive services in a county are available to the handicapped.	1. County board. 2. Administration. 3. Special education/ vocational education directors and their staffs.
	4. Coordinate planning to allow for program flexibility within existing or newly developed programs for handicapped individuals.	County administration directors of special education/vocational education and their staffs.

WHERE	HOW	WHEN
County level.	1. Request a state plan that insures comprehensive county planning by guideline format. 2. Develop county planning that insures utilization of agencies, business and industry, and parents. 3. Require regular advisory committee participation in county plan development. 4. Establish planning that correlates with available funds. 5. Determine and address priority needs.	Annually.
County.	1. Design and implement pert chart format. 2. Project beginning and ending dates for each objective. 3. Adhere to timetable. 4. Design a management information system. 5. Implement a management by objective process	During initial planning meetings.
County.	1. Project supportive needs. 2. Establish a catalog of available supportive services and disseminate to staff. 3. Design county plan that insures expressed need for supportive personnel. 4. Specify in plan time for home visits and other services (social work) in the teachers daily and/or weekly schedule. 5. Establish working rapport with supporting agencies. 6. Schedule services at convenience of concerned parties.	During initial planning and as needed.
1. In county. 2. In building.	1. Plan facilities that can convert to various program offerings. 2. Develop physical accessibility product that utilizes transformation across existing routes. 3. Plan facilities, equipment, and materials that allow least restrictive educational planning for the client. 4. Design plan that allows purchase of instructional materials that can be utilized by more than one special education category.	During planning meetings (weekly/monthly).

OPERATIONAL WORLD

DISTRICT AND COMMUNITY Program Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. Develop due process procedures at the county level that ensure appropriate educational opportunity for handicapped persons.	1. Board of Education. 2. Director of special education. 3. Director of vocational education.
1.3.3.2 IMPLEMENT A SYSTEMATIC PROCESS FOR FACILITY AND EQUIPMENT DEVELOPMENT SUPPORTING APPROPRIATE PROGRAMMING, PHYSICAL ACCESSIBILITY, AND APPROPRIATE PROGRAM PLACEMENT.	1. Conduct a thorough assessment of available facilities and equipment within schools, agencies and the community to determine suitability of the vocational education for the handicapped.	1. County administrative staff. 2. Director of vocational education. 3. Director of special education. 4. Community representatives.
	2. Develop and coordinate planning that ensures physical accessibility to a vocational program for each handicapped secondary student.	1. County superintendent. 2. Vocational director. 3. Special education director. 4. Transportation director.
	3. Develop guidelines that ensure input from all instructional and supportive personnel and/or agencies involved in prescriptive program development.	1. School psychologist. 2. Director of special education. 3. Special education teachers. 4. Director of vocational education. 5. Vocational education teachers. 6. Rehabilitation representatives. 7. Speech therapists. 8. Parents. 9. School principals.

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WHERE	HOW	WHEN
County.	1. Design parental permission document for evaluation. 2. Develop placement team. 3. Hire placement officer. 4. Design parent permission form for placement. 5. Design program writing team (interdisciplinary team) that designs educational plan for client. 6. Design evaluation model that monitors the clients' educational plan. 7. Design full service model for handicapped vocational education that is physically accessible and has alternatives that reduce restriction for the client.	On-going.
County and/or region.	1. Questionnaires sent to selected businesses and industries. 2. On-site surveys. 3. Questionnaires to agencies (private and governmental).	During planning stages of programs.
1. Local community. 2. County. 3. Multi-county unit.	1. Survey student needs. 2. Establish individual diagnostic prescriptions for vocational education. 3. Survey existing facilities for needed modifications or new construction. 4. Provide students with suitable transportation to facilities where training is offered.	Continuously.
County or RESA.	1. Determine input needs for program development. 2. Determine staff expertise available to develop program. 3. Develop plan to allow input from concerned persons and responsible agencies. 4. Place agency personnel on placement team (interdisciplinary team). 5. Place lay persons on placement team (interdisciplinary team).	During program planning and program development and continuously thereafter.

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OPERATIONAL WORLD

DISTRICT AND COMMUNITY Program Development, LEA Plan Writing and Accountability

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Develop a procedure for community input concerning needs of Special Education and Vocational Education programs for the handicapped.	1. County superintendent. 2. Special education director. 3. Vocational education director. 4. Parents. 5. Lay persons. 6. Organizations. 7. Business and industry. 8. Agencies.
1.3.4.1 ESTABLISH AND IMPLEMENT PROCEDURES FOR INDIVIDUAL ASSESSMENT THAT WILL PERMIT LEAST RESTRICTIVE INDIVIDUALIZED PROGRAMS THAT CONFORM TO DUE PROCESS PROCEDURES.	1. Include within LEA Guidelines a sample of an individualized program that conforms to due process procedures.	County directors of Special Education and Vocational Education.
	2. Include within the LEA Guide assurance that the least restrictive program alternatives guarantee has been complied with.	1. County directors of Special Education and Vocational Education. 2. State Department of Education staff.
	3. Develop LEA Guide for handicapped vocational students that contain a copy of the adopted due process procedure.	1. State Department personnel. 2. County Superintendent. 3. County director of Vocational Education and Special Education.
	4. Design LEA guide to contain evidence showing how locally budgeted funds were utilized to provide vocational education for handicapped.	1. County Board of Education. 2. Directors of Special Education and Vocational Education.

WHERE	HOW	WHEN
County.	1. Develop Advisory Council. 2. Hold regular meetings. 3. Survey needs within the county: a. Classroom facilities b. Materials c. Staff d. Hardware e. Transportation f. Ancillary services g. Program needs 4. Report findings and discuss needs with the Superintendent/Board of Education.	Twice yearly.
County and state.	Develop a sample individual program plan (anonymous) stating interdisciplinary team composition, assessment devices employed, and plan of implementation for program activities to meet stated goals.	During guideline development.
County and state.	1. Knowledge of Due Process (94-142). 2. Listing of sample alternative for decision making. 3. Include format (sample) for decision making. 4. Certify committee or team placement. 5. Include parental consent information.	During planning and writing of LEA Guidelines.
County and state.	Attach copy of Public Law 94-142 to LEA Guidelines for dissemination of all staff.	Developing the LEA plan annually.
County.	1. Prepare documentation that assures adherence to stated goals and objectives. 2. List all accounts where county funds were used to present vocational education for the handicapped.	Annually.

OPERATIONAL WORLD

DISTRICT AND COMMUNITY LEA Plan Writing and Accountability

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.3.4.2 DEVELOP COUNTY VOCATIONAL EDUCATION AND SPECIAL EDUCATION PLANS THAT INCLUDE REPRESENTATIVE INPUT FROM COMMUNITY AGENCIES, LAY PERSONS AND INSTRUCTIONAL PERSONNEL.	1. Develop the LEA plan with a narrative section that explains: a. Funding. b. Personnel development. c. Program development.	1. Local director. 2. Superintendent. 3. Teachers. 4. Supervisors.
	2. Develop LEA Plan that includes input from community agencies, business enterprises, lay persons, and instructional personnel.	Local business and industry that provide employment, parents, teachers, vocational rehabilitation, superintendents of schools.
	3. Develop LEA Plan that states educational goals in objective and behavioral terms with expected program outcomes.	1. Superintendent. 2. County director of vocational education and special education.
	4. State the per pupil cost by program each year.	1. County directors. 2. Superintendents.

WHERE	HOW	WHEN
County.	1. Collect input from superintendents and teachers; seek advice from RESA and state staffs. 2. Have director of special education write narrative.	Annually.
County.	Input from: a. Public meetings. b. Advisory and craft meetings. c. Parent conferences. d. Faculty meetings.	Continuously.
County.	1. Follow-up study of past year's handicapped participants and utilize accepted methods of behavior objective writing. 2. Change state LEA format. 3. Report total services offered at county level.	Annually.
1. School. 2. County.	Collect data relating to: 1. Instructional costs. 2. Service costs. 3. Ancillary costs. 4. Materials costs. 5. Equipment costs. 6. Transportation costs. 7. Supply costs.	Annually.

OPERATIONAL WORLD

SECONDARY SCHOOLS Funding Power and Personnel Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.4.1.1 CONTINUALLY PROVIDE TEACHERS WITH INFORMATION OF EXISTING AND POSSIBLE SUPLEMENTAL FINANCIAL SOURCES.	1. Identify existing funds.	Principal/director of facility.
	2. Provide teachers with information of possible supplemental financial sources.	1. Principal of facility. 2. County special education coordinator. 3. County vocational education coordinator. 4. County industrial arts coordinator. 5. Director of federal funds.
	3. Provide assistance with securing supplemental financial sources.	1. Principal/director of facility. 2. County administrators. 3. County vocational education director. 4. County special education director. 5. Director of federal funds.
	4. Establish systematic feedback procedures.	1. Teacher representatives. 2. Special education/ vocational education/ industrial arts director. 3. Director of federal program.
1.4.2.1 INITIATE PROVISIONS FOR SUFFICIENT CERTIFICATED PERSONNEL, ADEQUATE CONSULTIVE SERVICES, AND APPROPRIATE IN-SERVICE TRAINING.	1. Identify certificated personnel needed for all handicapped individuals on the secondary school level.	Special education administrators.

WHERE	HOW	WHEN
Appropriate facility.	1. Conduct staff or in-service to explain sources of existing funds. 2. Disseminate, in writing, up-dated information regarding funding.	On-going as information becomes available.
Appropriate facility.	1. Conduct staff meetings and in-service to explain possible sources of supplemental funds. 2. Disseminate, in writing, up-dated information of possible sources of supplemental funds.	Continuously.
Appropriate facility.	1. Provide specific information pertaining to supplemental financial source(s). 2. Provide direct assistance (i.e. grant writing, personal contact, etc.).	As requested.
County office or other appropriate facility.	Committee meetings will be conducted to formulate feedback procedures.	Annually.
N/A	Determine student needs and base personnel positions on these needs by: 1. Sweep screening. 2. Teacher referrals. 3. School psychologist referrals. 4. Parent referrals. 5. Director of pupil services referrals. 6. Outside agency referrals. 7. Search and service.	On-going.

OPERATIONAL WORLD

SECONDARY SCHOOL Personnel Development and Program Development

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Act as a placement site for training and field experiences of college trainees for all handicapped individuals on the secondary school level.	1. Principal/director of facility. 2. Vocational education director. 3. Special education director. 4. Industrial arts director. 5. Other appropriate county administration.
	3. Identify needs for consultive services on the secondary level.	1. Teacher. 2. Building level administrator. 3. Any appropriate professional supportive staff.
	4. Identify procedure for obtaining consultive services.	1. Teacher. 2. Principal. 3. Immediate supervisor.
	5. Identify appropriate staff in-service training.	1. Teacher. 2. Building level administrator. 3. County level administrators (i.e. vocational education coordinators, industrial arts coordinators, etc.).
	6. Evaluate and modify in-service training.	In-service participants.
1.4.3.1 DEVELOP AND IMPLEMENT INDIVIDUALIZED COMPREHENSIVE PLANNING FOR ALL HANDICAPPED INDIVIDUALS.	1. Define individualized comprehensive planning.	1. Special education director. 2. Outside agency representatives (i.e. Department of Vocational Rehabilitation, Welfare, etc.) 3. Vocational education director. 4. Representatives from all school disciplines (i.e. teacher, nurse, speech therapist, etc.).

WHERE	HOW	WHEN
Secondary school.	County officials contact colleges and universities to make them aware of possible placements (according to established county and state guidelines).	Each semester.
Secondary school	1. Identify specific needs areas. 2. Confer with interdisciplinary personnel. 3. Follow established procedures for procurement of consultants.	As needed.
Secondary school	1. Establish procedures (by consensus of participants). 2. Disseminate information to all appropriate personnel.	1. As soon as possible. 2. As needed.
N/A	Recommendation by aforementioned parties to appropriate county administrators for selection and planning.	On-going.
At location of session.	Written statements.	End of sessions.
Any appropriate setting.	Team approach with consensus of group.	Immediately.

OPERATIONAL WORLD

SECONDARY SCHOOL Program Development

TACTICAL ARENAS		TACTICAL STEPS	WHO
		2. Implement interdisciplinary program planning based upon individual assessment.	All disciplines involved with specific individuals (i.e. nurse, parent/guardian, special education teacher, vocational education teacher, etc.).
		3. Establish interagency cooperation.	Appropriate agencies (i.e. schools, Department of Welfare, Vocational Rehabilitation).
		4. Implement individualized comprehensive plans.	Teachers and supportive staff.
		5. Evaluate and modify individual comprehensive plans.	1. Teams composed of special education teachers and/or vocational education teachers. 2. Support staff. 3. Representatives from appropriate agencies.
1.4.3.2	PROVIDE SUFFICIENT PROGRAMS IN VOCATIONAL EDUCATION FOR ALL HANDICAPPED INDIVIDUALS.	1. Identify and define needed vocational programs for handicapped individuals.	1. All special education staff and administrators. 2. All vocational education staff and administrators.
		2. Determine needed funding to implement identified programs for handicapped.	1. Special education and vocational education directors. 2. Appropriate support staff (i.e. secondary level).
		3. Determine procedures for securing teacher input.	County and secondary school administrators.
		4. Review and evaluate teacher input.	Previous committee.
		5. Provide means for feedback.	Principal, county administrator (i.e. superintendent, special education director, vocational education director, etc.).

WHERE	HOW	WHEN
Secondary school.	1. In-service teachers and all related staff members as to what is the inter-disciplinary approach and what is their role. 2. Form interdisciplinary teams for each student on an individual basis. 3. Establish schedules for interdisciplinary team meetings.	Annually (or as needed).
Any applicable setting.	1. Interagency communication (verbal and/or written). 2. Representative meetings.	As necessary. On-going with each case.
Appropriate settings.	As outlined in comprehensive plan.	On-going, as necessary.
School setting.	1. Review individual comprehensive plans in relation to current assessment data. 2. Discussion and agreement of present student need. 3. Modify plan accordingly.	Twice yearly (or as deemed necessary).
Any suitable location.	1. Assessment of student needs. 2. Assessment of available vocational training opportunities. 3. Determine additional program needs.	Immediately and on-going.
Appropriate site.	Assessment of program needs (i.e. materials, staff, operational cost, etc.).	As required.
Suitable location.	By conference to determine suitable means.	Annually, or as deemed necessary for modification.
Appropriate facility.	1. Committee meeting to review and evaluate input 2. Make recommended actions to appropriate agencies or persons.	Periodically, as scheduled.
Does not apply.	1. Written communication. 2. Individual conference.	As appropriate or as required.

OPERATIONAL WORLD

SECONDARY SCHOOL LEA Plan Writing and Accountability

TACTICAL ARENAS	TACTICAL STEPS	WHO
1.4.4.1 ESTABLISH A SYSTEMATIC MEANS OF TEACHER ACCOUNTABILITY.	1. Establish accountability criteria for teachers of handicapped individuals.	1. Teacher. 2. Principal. 3. Department head. 4. County superintendent.
	2. Determine minimum standards for meeting criteria.	Refer to tactical step 1.
	3. Determine methods of appraisal of teachers.	Same committee as in steps 1 and 2.
	4. Determine methods of evaluation for accountability.	Same committee as in previous steps.

WHERE	HOW	WHEN
Appropriate location.	1. Representative meetings. 2. Develop questionnairs. 3. Analysis and evaluation of questionnaire. 4. Provide for teacher feedback. 5. Write criteria. 6. Disseminate materials to schools. 7. Develop evaluation forms.	Immediately (review annually).
Suitable location.	Will be determined by representative meetings as in step 1.	Same as in step 1.
Appropriate facility.	Based on analysis of description between educational objectives and actual achievement of the handicapped individual.	Beginning of each school year.
Appropriate location.	By using forms and procedures as established in selected evaluative process (step 1).	Annually.

STUDENT WORLD

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INTRODUCTION TO THE STUDENT WORLD

In the year of our nation's Bicentennial anniversary, one historian made the observation that one of the most important aspects of the celebration is the development of 200 years of law. A key ingredient in this development and system of law is the concept of "due process procedures." Due process is a course of legal proceedings in accordance with established rules and principles for enforcing and protecting individual rights.

Due process is established in the United States Constitution which states in the Fifth Amendment that no person shall "be deprived of life, liberty, or property, without due process of law" and in the Fourteenth Amendment that "no state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property without due process of law."

In recent years the safeguard of due process has been extended to protect the rights of children. My responsibility at this Training Institute was to identify the application of these procedures to the identification, evaluation, and education of children who are handicapped. This task was made easier with the passage of P.L. 94-142, the Education of All Handicapped Children Act, as that piece of legislation contains a specific section (N. 615) which was written to secure the rights of the handicapped, their parents, and those who work in systems of public instruction. I encourage all of you to acquire a copy of the entire bill since it is directed at due process, funding formula, and provisions for the education of the handicapped.

—Dr. Charles Kokaska

STUDENT WORLD

IDENTIFICATION AND REFERRAL Due Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.1.1.1 DEVELOP A SYSTEM THAT WILL IDENTIFY HANDICAPPED INDIVIDUALS IN NEED OF SPECIAL SERVICES.	1. Develop a comprehensive network for identifying handicapped individuals in need of special services.	Local person designated by the superintendent of schools
	2. Establish on-going training to inform appropriate personnel from education community.	Same
	3. Disseminate information concerning definition of the handicapped individual among the agencies (vocational education, special education, vocational rehabilitation).	Same

WHERE	HOW	WHEN
Local school system (LEA)	1. Identify a network of public resources which would assist in search and serve. 2. Develop a public awareness campaign which may include but is not exclusive to information on the following: a. pertinent legislation; b. fiscal information numbers and kinds of handicapped children; c. programs, services and resources available and needed; d. importance of early intervention; e. preventive measures such as genetic counseling, good nutrition, prenatal care; f. appropriate media. This public information campaign might use such media as: (1) posters; (2) brochures; (3) information sheets; (4) radio and TV spots; (5) talk formats; (6) slide and/or tape presentations; (7) radio and TV programs; (8) newspaper ads and features; (9) newsletters; (10) grocery sack-stuffer notices; (11) bumper stickers; (12) placemats; (13) church bulletins; (14) napkins, banners.	On-going
LEA	Develop an on-going training program for school personnel by doing the following: 1. General review of the characteristics of handicapped individuals; 2. Media presentations on national, state and local laws dealing with identification and referrals conducted by: a. outside consultants; b. state and local agencies; c. local school system. 3. Distribute informal screening forms followed by: a. explanation of completion of forms; b. discussion of content;	Annually as specified by the county superintendent
Same	1. Develop discussion sessions involving representatives from each agency (vocational education, special education, vocational rehabilitation). 2. Dissemination of identification information to the public.	Same

STUDENT WORLD

IDENTIFICATION AND REFERRAL Due Process and Referral Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Explore referral sources to locate the unserved handicapped individual.	Same
	5. Establish means and procedures when notifying parents of the handicapped individual's referral.	Same
	6. Implement screening procedure at each grade level.	Same
2.1.1.2 IMPLEMENT A CONSISTENT AND SEQUENTIAL PROCESS FOR REFERRING HANDICAPPED INDIVIDUALS. SEE EXISTING DOCUMENTS ON DUE PROCESS - TITLE VI-B AMENDMENTS; AND SEARCH AND SERVE DOCUMENTS.	1. Disseminate search and serve forms (or county equivalent) and in-service all persons involved in using search and serve forms.	Local person designated by the superintendent of schools
	2. Establish sequential operational steps from the identification to the referral level.	Local person designated by the superintendent of schools

WHERE	HOW	WHEN
LEA	Referral sources for unserved handicapped individuals may be located in: 1. Service directories; 2. community agencies; 3. churches; 4. professional personnel; 5. civic organizaitions.	Same
LEA	1. Interpret existing county due process to include special instruction on parent identification and involvement (see parent involvement of this section). 2. Screen current forms and procedures considering: a. who will notify parents; b. how will notification be carried out (i.e. parent conference, registered letters).	Same
Same	1. Develop written instructions to be disseminated annually on identification and referral of handicapped individuals. 2. Develop and disseminate checklists appropriate for each grade level so teachers can identify possible handicapped individuals. This checklist would include items such as: a. physical handicaps; b. achievement in relation to abilities.	Same
Local education agency	1. Provide the established search and serve forms (or the county equivalent) to any person who might be involved in referral. 2. Provide in-service to all the above persons on search and serve procedures: a. the significance and purpose of search and serve forms; b. how to utilize them (proper referral person); c. legalities involved in identifying handicapped individuals.	On-going basis
LEA	Designate target persons at the LEA to implement existing due process including: 1. receiving and processing search and serve forms; 2. arranging for an opportunity for parental involvement and understanding; 3. securing parental permission for screening; 4. establishing a committee to determine screening needs (i.e. who, when and where to screen, screening instruments); 5. establishing a committee to determine referral needs.	

STUDENT WORLD

IDENTIFICATION AND REFERRAL Referral Process and Parent Involvement

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Implement the operational steps from the identification to the referral level.	Local person designated by the superintendent of schools
2.1.2.1 DEVELOP A CONSISTENT AND SYSTEMATIC PROCESS THAT ACTIVELY INVOLVES PARENTS IN IDENTIFICATION, SCREENING, AND REFERRAL OF HANDICAPPED INDIVIDUALS (PARENT REFERS TO PARENT, LEGAL GUARDIAN, SURROGATE PARENT OR THE HANDICAPPED INDIVIDUAL IF HE IS OF THE AGE OF MAJORITY - 18).	1. Develop a written system of procedures which guarantees the opportunity for parents to be actively involved.	Local persons designated by the superintendent of schools
	2. Train educators on actively involving parents.	Same
	3. Provide time for parent-teacher-student conference.	Same
	4. Develop and implement a system of procedures which guarantee the opportunities of parental awareness in referring and screening.	

WHERE	HOW	WHEN
LEA	1. Activate the above committee with each referral. 2. Provide a systematic method for monitoring each schools' implementation of county procedures of identification, screening and referral. 3. Follow up on referral that has not had full due process with personal conferences to instruct the proper procedure.	On-going
LEA	1. Review county and state document on due process and policies. 2. Interpret these regulations in relationship to parental rights (i.e. due process-hearing with impartial hearing officer). 3. Write detailed steps of the methods and proper time (i.e. after initial referral concerning screening methods concerning referral). 4. Disseminate this information to relevant personnel (i.e. principal or teachers).	Annually
Same	1. Locate funding sources for in-service. 2. Train facilitators for workshops. 3. Train principals and teachers concerning: a. techniques in conducting parent conferences; b. methods of involving parents; c. overview of entire referral procedures utilizing: (1) consultants; (2) slide/tapes; (3) films; (4) staffings; (5) sensitivity sessions.	On-going
Same	Develop schedule alternatives that will provide for parental conferences during school day (ex. teacher release time-one day a month daily planning/conference periods).	On-going
	Develop a communication system that provides an easily accessible channel for parental input by: 1. local article in newspaper; 2. school newsletter via mail or school dissemination; 3. home visitations; 4. parent/teacher association.	

STUDENT WORLD

IDENTIFICATION AND REFERRAL Confidentiality

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.1.3.1 ESTABLISH AND IMPLEMENT A SYSTEMATIC PROCESS OF MONITORING TO ENABLE IMPLEMENTATION OF STATE AND FEDERAL GUIDELINES ON CONFIDENTIALITY (SEE TITLE VI AMENDMENT, 1976).	1. Establish, train, utilize a team within each county to monitor compliance with confidentiality as outlined in West Virginia guidelines (Title VI, 1976).	Designee to county board of education
	2. Develop an on-going comprehensive in-service training program for school personnel to implement West Virginia established regulations on confidentiality (Title VI, 1976).	1. State department of education; 2. County board of education; 3. Designee for each county; 4. Representative from each agency (welfare, mental health, vocational rehabilitation).
	3. Conduct on-going interagency meetings on the handicapped individuals' rights and confidentiality as outlined in the West Virginia guidelines (Title VI, 1976).	Agencies involved: 1. mental health; 2. welfare (department of crippled children, etc.); 3. vocational rehabilitation.
	4. Establish a parent awareness campaign concerning their rights to accessibility to records.	1. State educational officials 2. County educational officials

WHERE	HOW	WHEN
Local educational agency	1. Board of education will elicit recommendations for persons to serve on review team from educational community. 2. Board of education will elicit recommendations for persons from serve-review team. 3. In-service the team concerning: a. confidentiality procedures; b. methods of review; c. methods of preparing feedback. 4. Review each school's procedures.	Completed by end of school year
1. State meeting 2. Local education agency	Prepare a slide presentation on confidentiality: 1. definitions of what material is considered confidential; 2. explanation of types or levels of confidential material; 3. explanation of rights of parents; 4. explanation of rights of students; 5. consequences of non-compliance once with guidelines; 6. group discussions: a. problems encountered by guidelines; b. pros and cons of guidelines.	1. Annually
Local education agency	1. Identify appropriate agencies for participation. 2. Conduct meetings involving designated representatives from each agency. 3. Meetings might include: a. importance of confidentiality; b. how each agency complies with rules/guidelines; c. problems created for the various agencies by the guidelines.	On-going
1. State level	1. Employ some of the following to convey information: a. posters; b. brochures; c. information sheets; d. radio and TV spots; e. talk formats; f. slide and/or tape presentations; g. radio and TV programs; h. newspaper ads and features; i. newsletters; j. church bulletins; k. grocery sack stuffer notices; l. bumper stickers; m. place mats, napkins, banners; n. buttons.	Yearly

STUDENT WORLD

IDENTIFICATION AND REFERRAL Confidentiality and Module Review

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.1.4.1 IMPLEMENT SYSTEM TO ANNUALLY ASSESS THE LEGALITY AND EFFECTIVENESS OF PROCEDURES FOR IDENTIFICATION AND REFERRAL.	1. Establish a multi-disciplinary team (special education, vocational education, vocational rehabilitation) to annually review the adherence to regulations.	County Superintendent
	2. Establish a process for systematic review of relevant laws and interpretations of due process, confidentiality and parental involvement.	Chief administrator of special education
	3. Review compliance with due process procedure, confidentiality and parental involvement.	Multi-disciplinary review team established in Step 1.

WHERE	HOW	WHEN
	3. Parents' right to records printed on child's report cards. 4. Parent-teacher-administrators session including: a. definition of what material is considered confidential; b. explanation of types or levels of confidential material; c. explain rights to students; d. explain rights to parents; e. question and answer session.	
LEA	1. Appoint persons from special education and vocational education to serve on committee. 2. Request a representative from vocational rehabilitation to serve on committee. 3. Recruit parents of handicapped individuals to serve on committee. 4. Meet with committee to establish responsibilities and working schedules.	Annually
1. SEA 2. LEA 3. RESA	1. Review relevant legislation and program guidelines with special emphasis on newly implemented laws and guidelines using ERIC, MELRS, and other resources. 2. Develop a checklist to be used by committee to determine compliance with findings. 3. Disseminate information and checklist to RESA and LEA.	On-going Annually
LEA	1. Assimilate county reports, documents, forms and any other relative data and compare against the above checklist. 2. Identify regulations which are inadequate, non-compliant, or nonexistent. 3. Recommend specific procedural changes needed.	

STUDENT WORLD

ASSESSMENT AND PRESCRIPTION Due Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.2.1.1 DESIGN AND IMPLEMENT TECHNIQUES AND METHODS TO PROMOTE UNDERSTANDING AND AWARENESS OF DUE PROCESS AS RELATED TO INTERDISCIPLINARY ASSESSMENT AND PRESCRIPTION FOR HANDICAPPED INDIVIDUALS AMONG: A. STUDENTS; B. PARENTS; C. EDUCATORS: D. OTHER RELATED PROFESSIONALS.	1. Establish an interdisciplinary working committee to develop methods and techniques for promoting understanding and awareness.	County superintendent or his designee
	2. Implement and disseminate committee's developed methods and techniques.	1. Committee 2. County directors

WHERE	HOW	WHEN
LEA office	Appoint a committee to represent interdisciplinary professionals and agencies. The following should be included: 1. special education; 2. vocational education; 3. rehabilitation; 4. counselors; 5. teachers; 6. students; 7. parents; 8. related professionals.	1. At the beginning of the fiscal year 2. Hold meetings on an on-going basis
LEA's county-wide area	1. Conduct in-service to develop competencies in implementing and promoting understanding and awareness. The following should receive in-service: a. principals; b. teachers; c. directors; d. counselors; e. professionals: (1) who administer and interpret assessments; (2) who prepare and monitor prescriptions; f. student leaders; g. parents; h. representatives of concerned agencies.	On-going
	2. Make use of media such as: a. TV; b. newspapers; c. video-tapes; d. radio; e. handbooks for: (1) students; (2) teachers; (3) parents; (4) educators; (5) representatives of agencies.	
	3. Conduct courses for college credits.	When needed
	4. Provide for the inclusion of secondary courses such as: a. social studies; b. psychology; c. language arts.	Annually
	5. Develop school programs based on the theme.	Annually
	6. Conduct student rap sessions.	Annually
	7. Include theme in the year's PTA programs.	Annually
	8. Provide speakers for professional and civic organizational meetings.	When it can be arranged

STUDENT WORLD

STUDENT ASSESSMENT Due Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.2.1.2 IDENTIFY AND ASSIGN PROFESSIONALS AT THE LEA LEVEL RESPONSIBLE FOR: 1. IMPLEMENTING HANDICAPPED INDIVIDUALS' ASSESSMENTS 2. DEVELOPING PRESCRIPTIONS FOR THE HANDICAPPED INDIVIDUAL 3. IMPLEMENTING STUDENT PRESCRIPTIONS 4. ASSURING DUE PROCESS	1. Assess staff needed for meeting nondiscriminatory interdisciplinary academic/vocational assessment and prescription requirements of handicapped individual.	County directors
	2. Assign staff person to implement assessment, development and monitoring prescriptions and due process.	County directors
2.2.1.3 ESTABLISH POLICY AT THE LEA LEVEL SO THAT EACH INDIVIDUAL RECEIVES NON-DISCRIMINATORY-INTER-DISCIPLINARY ACADEMIC/VOCATIONAL ASSESSMENTS AND PRESCRIPTIONS IN HIS/HER NATIVE LANGUAGE.	Develop policy which is consistent with federal and state laws.	LEAs

WHERE	HOW	WHEN
	9. Arrange for home visits to be made by social workers, nurse, teachers, and/or other professionals.	As needed
LEA office	State certification requirements will determine qualified staff.	Beginning of fiscal year
LEA office and schools	1. Assigning staff contracts. 2. Job assignment of staff members.	Annually
LEA office	1. Review federal and state laws a. Prepare the policy document; b. board of education accepts document; c. document becomes a part of board of education minutes and the policy handbook.	Established at the beginning of fiscal year

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.2.2.1 IMPLEMENT STRATEGIES AND PROGRAMS TO BUILD A FUNCTIONAL INTERACTION BETWEEN PARENTS, LEGAL GUARDIANS, OR SURROGATE PARENTS AND EDUCATORS WHICH GUARANTEES PARENT INPUT TO THE ASSESSMENT AND PRESCRIPTION WRITING PROCESS.	1. Notify parents of educational policy and procedures concerning assessment and student prescriptions.	1. County boards of education 2. Educational staff (teacher, principal, diagnostic team) 3. LEA 4. Colleges and universities
	2. Identify those professionals who are responsible for interpretation to parents and related professionals of the results of assessments and individual prescriptions.	County directors of special education
	3. Train members of the interdisciplinary team in how to enlist and engender active parent participation as related to assessment and prescriptions for handicapped individuals.	County director of special education or designee
2.2.2.2 ESTABLISH PROCEDURES FOR SEARCHING AND/OR DETERMINING A LEGAL GUARDIAN AND/OR SURROGATE PARENT.	1. Obtain information concerning determination of legal guardians and/or surrogate parents.	Pupil personnel staff at county board

WHERE	HOW	WHEN
1. School 2. Home 3. County board of education 4. Designated community meeting place	1. Utilize public media: a. radio; b. newspaper; c. television; d. bulletin s; e. school notices. 2. Parent-staff conferences. 3. Conduct periodic home conferences which include: a. counseling parents of handicapped individuals; b. training parents in managing handicapped individuals; c. written and verbal feedback on progress and development of the handicapped individual at the school and home milieu. 4. Maintain an open-door policy in the school.	On-going
County board of education	1. Obtain and examine job descriptions. 2. Select those on screening committee. 3. Use conferences, written reports, define terms in native language of parents, have parents observe child in classroom to realize assessment results in terms of in-class behavior.	As required, after assessment
At LEA	1. Select a team with experience and expertise in communicating on a nonprofessional basis with the general public. 2. Utilize the team designated in No. 1 (above) to conduct a training workshop for those members of the interdisciplinary team who will deal with the parents of the handicapped individual.	Periodically, as needed
1. Attorney General's office 2. Ancillary service agencies: a. Family services b. Social Security office c. Welf are Department	Search legal documents and school regulations by: a. examinations; b. telephone calls; c. personal interviews.	When the handicapped individual is identified

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Disseminate above information to local school principals	Same
2.2.3.1 DEVELOP STATE LAW POLICIES ASSOCIATED WITH CONFIDENTIALITY OF DATA AS IT PERTAINS TO ASSESSMENTS AND INDIVIDUAL PRESCRIPTIONS.	1. Develop a state policy on confidentiality of data.	State director of special education (committee membership should consist of members from special education, vocational education, and vocational rehabilitation)
	2. Publish and disseminate policy and procedures relating to confidentiality of assessments and individual prescriptions.	State Department of Education
2.2.4.1 IMPLEMENT A GUIDELINE TO ANNUALLY EVALUATE TECHNIQUES AND PROCEDURES FOR ASSESSMENT AND DEVELOPMENT OF AN EDUCATIONAL PRESCRIPTION FOR THE HANDICAPPED INDIVIDUAL.	1. Establish a committee to write guidelines for periodic evaluation of assessment and prescription writing for handicapped individuals.	State Department of Education. Suggested committee members: 1. State department of education; 2. State Department of Mental Health; 3. State Division of Special Special Education; 4. Vocational Rehabilitation Service; 5. State advocacy groups: a. Women's clubs; b. Shriners; c. Jaycees; d. Lions Club, etc.

WHERE	HOW	WHEN
In each school	1. Distribute written documentation which identifies procedures for designating legal guardianship or surrogate parent. 2. Conduct teacher-staff in-service or meeting.	Immediately upon determination of procedures
State Department of Education	1. Research and collect data pertaining to confidentiality of assessments and individual prescriptions. Policy will include: a. Standardization of forms to release confidential information; b. Identification of personnel and procedures related to accessibility of data; c. Secure storage and maintenance of confidential material; d. Establish a time limitation schedule associated with assessments and individual prescriptions.	Immediately
1. Publish through the State Board. 2. Disseminate information statewide.	Release published document to RESA, county superintendents, and all school principals.	As soon as possible upon completion of policy pertaining to confidentiality of assessments and handicapped individuals' prescriptions
Location established by committee.	1. Collect data relative to assessment and prescriptions of handicapped individuals. 2. Determine what evaluation procedures are lacking. 3. Write guidelines for re-evaluation based on data collected. 4. Guidelines will include specific time and steps for evaluation, and list of non-discriminatory inter-disciplinary assessment instruments to be used.	Periodically as determined by the committee example (at end of school year)

STUDENT WORLD

STUDENT ASSESSMENT Module Review

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Disseminate guidelines.	State director of education
	3. Identify and train the LEA personnel to receive instructions in the use of guidelines.	LEA superintendent or designee
	4. Conduct training at the individual schools by personnel attending workshop No. 3	Members of the evaluation committee No. 3.

WHERE	HOW	WHEN
LEA (local education agencies).	Distribute and explain written guidelines.	Annual meeting (as soon as possible after guidelines are written)
LEA facility	1. Select persons of the interdisciplinary team working with the handicapped individuals. 2. Conduct in-service training: a. discuss guidelines; b. have practicum in use of guidelines; c. obtain feedback from committee members concerning practicality of guidelines; d. obtain feedback from in-service sponsors concerning understanding and skill competencies acquired by in-service trainees.	Before annual meeting
Individual schools and agencies.	Follow procedures outlined in established guidelines.	When needed as established by guidelines

STUDENT WORLD

PROGRAM AND PLACEMENT Due Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.3.1.1 PROVIDE A PUBLIC AWARENESS CAMPAIGN IN WEST VIRGINIA ON THE RELATIONSHIP OF DUE PROCESS PROCEDURES TO THE EDUCATIONAL/ VOCATIONAL PROGRAMMING OF HANDICAPPED INDIVIDUALS.	1. Plan and develop a public information campaign to increase awareness and understanding of the relationship of due process to educational/vocational programming for handicapped individuals.	1. State Department of Vocational Education, Special Education, and interested persons in agencies such as Rehabilitation, Welfare, Health, and Mental Health. 2. LEAs and DCCS Regional Centers Protective Services, local health department, Mental Health Diagnostic Clinics, University Consultation Services and Clinics.
	2. Implement a public information campaign to increase awareness and understanding of due process to educational/vocational programming for handicapped individuals.	1. Interested persons in cooperation with state agencies such as West Virginia Department of Vocational Education, Division of Special Education, Rehabilitation, Welfare, Health, and Mental Health. 2. LEAs and cooperative local agencies such as: a. DDCS; b. Regional Center; c. Local health departments; d. Mental Health; e. Diagnostic clinics; f. University Consultation Service Clinic.

WHERE	HOW	WHEN
Throughout the state	1. Compile relevant information such as: a. legislation (federal and state); b. national or statewide reports; c. publications.	On-going
	2. Compile information relating to how LEA plans to insure due process within its policies and procedures: a. brochures; b. news releases; c. in-services and public meetings to cover: (1) written notification; (2) formal appeal; (3) interdisciplinary teams; (4) individual planning; (5) prior notice; (6) least restrictive alternatives	On-going
Throughout the state under the direction of State Department, regional and local levels.	1. List all persons and agencies to be contacted by telephone, letter, etc. 2. Set up in-service and information programs. 3. Disseminate information through the media, for example: a. TV; b. radio; c. news releases. 4. Suggested topics for dissemination might include: a. due process; b. rights with regard to educational and vocational placement and programming. 5. Establish a time-line.	On-going

STUDENT WORLD

PROGRAM AND PLACEMENT Due Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.3.1.2 IMPLEMENT STANDARDS IN WEST VIRGINIA WHICH REQUIRE THE LEA'S SPECIAL EDUCATION ADVISORY COMMITTEE FOR PLACEMENT TO UTILIZE INTERDISCIPLINARY TEAMS IN MAKING DECISIONS CONCERNING THE EDUCATIONAL/VOCATIONAL PLACEMENT OF HANDICAPPED INDIVIDUALS.	1. Review current legislation and placement guidelines.	Parents, special educators, vocational administrators, school boards, and advisory committee
	2. Draft placement standards.	Vocational education, special education director, administration and instructional staff
	3. Implement placement standards to insure compliance	School board, administrators and school staff
	4. Monitor implementation and results.	State superintendent and staff
2.3.1.3 IMPLEMENT STANDARDS WHICH WOULD REQUIRE THE LEA'S SPECIAL EDUCATION ADVISORY COMMITTEE FOR PLACEMENT TO REVIEW AND EVALUATE THE PROCEDURES, INSTRUMENTS AND OBSERVATIONS USED TO DETERMINE EACH HANDICAPPED INDIVIDUAL'S LEVEL OF FUNCTIONING AND BEHAVIOR.	1. Review current legislation and placement guidelines.	School boards, special education administrators, instructional staff, parents, and advisory committee
	2. Draft placement standards.	Vocational education and special education staffs
	3. Implement placement standards to insure compliance.	School board, administration and staff
	4. Monitor implementation and results.	State superintendent and staff

WHERE	HOW	WHEN
Throughout the state at the LEA level.	Gather, collect, and compare current legislation and guidelines	On-going
Throughout the state at the LEA level.	Designate task force to draft placement standards.	On-going
Throughout the state at the LEA level.	1. Orient instructional staff and administrators. 2. Purchase necessary materials. 3. Hire additional staff. 4. Establish timelines.	On-going
Throughout the state at the LEA level.	1. Organize a task force, which should include an attorney and evaluation specialist. 2. Review timelines and implementation of standards.	Annually
LEA level	Gather, collect, and compare legislation and guidelines.	On-going
Same	Designate task force.	On-going
Same	1. Orient administration and instructional staff. 2. Purchase necessary materials. 3. Provide staff. 4. Establish timelines.	On-going
Same	1. Organize a task force which includes an attorney and evaluation specialist 2. Review timelines and implementation of standards.	Annually

STUDENT WORLD

PROGRAM AND PLACEMENT Due Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.3.1.4 IMPLEMENT STANDARDS WHICH WOULD REQUIRE THE LEA'S SPECIAL EDUCATION ADVISORY COMMITTEE FOR PLACEMENT TO CONSIDER ALL EDUCATIONAL/VOCATIONAL PROGRAM ALTERNATIVES TO MEET THE VARYING NEEDS OF HANDICAPPED INDIVIDUALS.	1. Review legislation and placement guidelines.	School boards, administrators, instructional staff, parents and advisory committee
	2. Draft placement procedures.	Vocational education and special education administrators and instructional staff
	3. Implement placement standards to insure compliance.	School board, administrators, and school staff
	4. Monitor implementation and results.	State superintendent and staff
2.3.1.5 IMPLEMENT STANDARDS WHICH WOULD REQUIRE LEAS TO PROVIDE APPROPRIATE EDUCATIONAL/VOCATIONAL PLACEMENT FOR HANDICAPPED INDIVIDUALS IN THE LEAST RESTRICTIVE ALTERNATIVE.	1. Review current legislation, guidelines and programs.	School boards, vocational and special education administrators, instructional staffs, parents and advisory committees
	2. Draft program standards.	School boards, administrators, and school staffs
	3. Implement program standards to ensure compliance.	School boards, administrators, and school staffs
	4. Monitor implementation and results.	State superintendent

WHERE	HOW	WHEN
LEA level	Gather, collect and compare current legislation and placement guidelines.	On-going basis
Same	Designate task force to draft placement procedures.	On-going basis
Same	1. Orient instructional staff and administration. 2. Purchase necessary materials. 3. Hire additional staff. 4. Secure contractual and working agreements with outside agencies to provide for the LEA students.	On-going basis
Same	1. Organize a task force which should include an attorney and an evaluation specialist. 2. Review time-lines and implementation of standards.	Annually
LEA level	Gather, collect and compare current legislation guidelines, and programs.	On-going basis
LEA level	Designate task force to draft standards.	On-going basis
LEA level	1. Purchase necessary materials and equipment 2. Provide staff. 3. Secure facilities. 4. Establish time-lines. 5. Establish additional programs. 6. Secure agreements with outside agencies to provide needed services.	On-going basis
LEA level	1. Organize task forces to include legal, budget, management, planning and evaluation specialists. 2. Review time-lines.	Annually

STUDENT WORLD

PROGRAM AND PLACEMENT Due Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.3.1.6 IMPLEMENT STANDARDS WHICH WOULD REQUIRE LEAS TO GIVE PARENTS/ PARENT SURROGATES PRIOR NOTICE WHENEVER DECISIONS ARE TO BE MADE WHICH WILL AFFECT THE EDUCATIONAL/ VOCATIONAL PLACEMENT OF THEIR CHILD.	1. Review current legislation and procedures.	School boards, administrators, instructional staff, parents, and advisory committee
	2. Draft standards.	Special education administration and instructional staff
	3. Implement standards to insure compliance.	School board, administrators, and school staff
	4. Monitor implementation and results	The state super-intendent and staff
2.3.1.7 IMPLEMENT STANDARDS WHICH WOULD REQUIRE LEAS TO GIVE WRITTEN AND ORAL NOTIFICATION WITHIN 10 CALENDAR DAYS PRIOR TO THE PROPOSED ACTION TO PARENTS/ PARENT SURROGATES IN THEIR PRIMARY LANGUAGE WHENEVER A CHANGE IN EDUCATIONAL/VOCATIONAL PLACEMENT IS PROPOSED, OR WHEN A PARENT'S REQUEST FOR A DIFFERENT PLACEMENT FOR THE CHILD IS DENIED.	1. Review current legislation and procedures.	School boards, vocational and special education administrators, instructional staff, advisory committee, and parents
	2. Draft standards.	Vocational education and special education administration and instructional staffs
	3. Implement standards to insure compliance.	School board, administrators, and school staff
	4. Monitor implementation and results.	The state super-indendent and staff

WHERE	HOW	WHEN
LEA level	Gather, collect and compare current legislation and procedures.	On-going
Same	Designate task force to draft standards.	On-going
Same	1. Orient instructional staff and administration. 2. Purchase necessary materials. 3. Hire additional staff. 4. Establish time-lines.	On-going
Same	1. Organize a task force which may include an attorney planning and evaluation specialist. 2. Review time-lines and implementation of standards.	Annually
LEA level	Gather, collect and compare current legislation and procedures.	On-going
Same	Designate task force to draft standards.	On-going
Same	1. Orient instructional staff and administration. 2. Purchase necessary materials. 3. Hire additional staff. 4. Establish time-lines.	On-going
Same	1. Organize a task force which should include an attorney and evaluation specialist. 2. Review time-lines and implementation of standards.	Annually

STUDENT WORLD

PROGRAM AND PLACEMENT Due Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.3.1.8 IMPLEMENT STANDARDS WHICH REQUIRE LEAS TO DEVELOP AND IMPLEMENT A FORMAL APPEAL PROCEDURE RELATED TO THE PLACEMENT AND EDUCATIONAL/VOCATIONAL PROGRAMMING FOR HANDICAPPED INDIVIDUALS.	1. Review current legislation and procedures.	School boards, administrators, instructional staff, parents and advisory committees
	2. Draft standards.	Vocational education and special education administration, and instructional staff
	3. Implement standards to insure compliance.	School board, administrators and school staff
	4. Monitor implementation and results.	State superintendent and staff
2.3.1.9 IMPLEMENT STANDARDS FOR REVIEW OF THE INITIAL INDIVIDUAL EDUCATIONAL/VOCATIONAL PLAN AND ITS EXPANSION INTO A COMPREHENSIVE PROGRAM TO BE IMPLEMENTED BY THE INSTRUCTIONAL STAFF.	1. Review current legislation and procedures.	School boards, vocational and special education administration, instructional staff, advisory committee, and parents
	2. Draft standards.	Vocational education and special education administration and instructional staffs
	3. Implement standards to insure compliance.	School board, administrators, and school staff
	4. Monitor implementation and results.	State superintendent and staff

WHERE	HOW	WHEN
LEA level	Gather, collect and compare current legislation and procedures.	On-going
Same	Designate task force to draft standards.	On-going
Same	1. Orient instructional staff and administration. 2. Purchase necessary materials. 3. Hire additional staff. 4. Establish time-lines.	On-going
Same	1. Organize a task force which should include an attorney and planning and evaluation specialist. 2. Review time-lines and implementation of standards.	Annually
LEA level	Gather, collect and compare current legislation and placement guidelines.	On-going
Same	Designate a task force to draft placement standards.	On-going
Same	1. Orient instructional staff and administration. 2. Purchase necessary materials. 3. Hire additional staff. 4. Secure contractual and working agreements with outside agencies to provide for the LEA students. 5. Establish a time-line.	On-going
Same	1. Organize a task force which includes an attorney and an evaluation specialist. 2. Review time-line and implementation of standards.	Annually

STUDENT WORLD

PROGRAM AND PLACEMENT Due Process and Parent Participation

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.3.1.10 PROVIDE IN-SERVICE TRAINING (WITH FOLLOW-UP AND EVALUATION) TO ENABLE EDUCATORS TO IMPLEMENT THE INDIVIDUALIZED EDUCATIONAL/VOCATIONAL INSTRUCTIONAL PLANS OF HANDICAPPED INDIVIDUALS.	1. Establish the needs of regular and special educators as a basis for designing appropriate in-service training.	Director or supervisor of special education and director of vocational education.
	2. Identify needed competencies to meet the stated needs.	Directors or supervisors of special education and vocational education and an appointed advisory committee in cooperation with available university training programs.
	3. Determine material and human resources needed and available to meet stated needs.	The directors or supervisors of special education and vocational education and an appointed advisory committee in cooperation with available university training programs.
	4. Develop, evaluate and adopt alternative approaches for in-service training to achieve the stated competencies.	The in-service coordinator or the administrative staff.
2.3.2.1 PROVIDE A PARENT AWARENESS CAMPAIGN ABOUT HANDICAPPED STUDENTS AND THE EDUCATIONAL/VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS WHICH ARE MANDATED BY STATE AND FEDERAL LEGISLATION.	1. Plan and develop a public campaign on handicapping conditions and the educational/vocational training programs that are provided for handicapped students.	1. State department of education and interested persons such as West Virginia departments of rehabilitation, welfare, health, mental health. 2. LEAs and DCCS regional centers, protective services, local health departments, mental health, diagnostic clinics, university consultation services and clinics.

WHERE	HOW	WHEN
In the local service area or local education agencies	1. Study special education records for indication of training gaps and needs. 2. Conduct teacher self-assessments and supervisory assessment of teachers. 3. Conduct a community survey of in-service training needs.	On-going data based predictions of in-service needs stated yearly
In local service areas or local education agencies	1. Use teacher observations to build a comprehensive teacher competency model.	On-going data based predictions of in-service needs stated yearly
In the local service areas and local education agencies	1. Conduct a community survey as to available persons, alert staff to locate resources and inventory presently available materials and resources.	Annually, with updates as needed
In the local service areas or local education agencies	1. Exchange and disseminate in-service projects statewide, establish evaluation processes, seek university aid, and apply for an allocated fund.	Yearly
Regional and LEA level	1. Conduct local search/serve effort mandated by the state department of education. 2. Designate task force to plan and develop campaign.	On-going On-going

STUDENT WORLD

PROGRAM AND PLACEMENT Parent Participation

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Implement a parent information campaign concerning handicaps and the educational/ vocational programs that are provided for handicapped individuals.	1. State department of education; 2. LEA boards of education; 3. LEA special education department; 4. LEA vocational education department; 5. State and local DVR agencies; 6. Teacher advisory groups; 7. News media; 8. RESAs; 9. Local medical staffs; 10. DCCS; 11. Mental health; 12. Department of health.
2.3.2.2 PROVIDE CONTINUOUS OPPORTUNITIES FOR PARENTAL INVOLVEMENT AND INPUT IN THE EDUCATIONAL/VOCATIONAL PROGRAM OF THEIR HANDICAPPED INDIVIDUALS.	1. Involve parents in placement and implementation of their handicapped child's vocational/educational training program.	LEA staff which may include: 1. referral source; 2. evaluation personnel; 3. special education advisory placement committee; 4. administrative personnel; 5. pupil personnel support services; 6. hearing officer; 7. instructional staff involved in child's program; 8. agency staff involved in child's program other than LEA.

WHERE	HOW	WHEN
State, regional, and LEA levels	1. Establish time-lines; 2. Secure funding; 3. Contacts: a. TV; b. Newspapers; c. Radio; d. Billboards. 4. Publish brochures; 5. Parent/teacher groups; 6. Service organizations; 7. In-services, concerning: a. LD; b. mental retardation; c. communication disorders; d. visual impairments; e. hearing impairments; f. physical handicaps; g. homebound instruction; h. behavior disorders.	On-going
Through the state LEA	Initiate parent involvement through: 1. Registered mail; 2. oral communication in primary language of home with interpreter if needed; 3. parent/school personnel conferences; 4. due process procedures.	1. At the time of initial referral 2. On-going through academic year 3. Annual evaluations

STUDENT WORLD

PROGRAM AND PLACEMENT Parent Participation and Confidentiality of Data

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Involve parents in home activities that would benefit the implementation of their handicapped child's individualized educational/vocational training program.	1. Advisory committee. 2. Instructional staff involved in child's program. 3. Pupil personnel support services. 4. Agency staff involved in child's program other than LEA.
2.3.3.1 PROVIDE A PUBLIC AWARENESS CAMPAIGN ON THE RELATIONSHIP OF CONFIDENTIALITY OF DATA LEGISLATION TO VOCATIONAL/EDUCATIONAL PROGRAMMING FOR HANDICAPPED INDIVIDUALS.	1. Plan and develop a public information campaign to increase awareness and understanding of the relationship of confidentiality of data to educational/vocational programming for handicapped individuals.	1. State department of education and interested persons in agencies such as West Virginia rehabilitation, welfare, health and mental health. 2. LEAs and DCCS regional centers protective services, local health department mental health diagnostic clinics, university consultation services and clinics.
	2. Implement a public information campaign to increase awareness and understanding of the relationship of confidentiality of data to educational/vocational programming for handicapped individuals.	1. Interested persons in cooperative state agencies such as West Virginia departments of education, rehabilitation, welfare, health and mental health. 2. LEAs and cooperative local agencies such as: a. DCCS; b. regional centers; c. local health departments; d. mental health; e. diagnostic clinics; f. university or consultation service clinics.

WHERE	HOW	WHEN
Same	1. Orientation meetings. 2. Home visitation. 3. Parent conferences. 4. Home training.	Initially, at the beginning of the school year, and on-going
LEA level	1. Compile relevant information such as: a. legislation (federal and state); b. national or statewide reports; c. publications.	On-going
	2. Compile information relating to how LEA plan insures confidentiality of data within its policies and procedures.	On-going
Throughout the state under the direction of the state, region, and LEA	1. List all persons and agencies to be contacted by telephone, letter, etc. 2. Set up in-service and information program. 3. Disseminate information through the media, for example: a. TV; b. Radio; c. News releases. 4. Disseminate information related to confidentiality of data and rights with regard to educational/vocational placement and programming. 5. Establish a time-line.	

STUDENT WORLD

PROGRAM AND PLACEMENT Confidentiality of Data

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.3.3.2 IMPLEMENT STANDARDS WHICH WOULD REQUIRE LEAS TO ORGANIZE AND MONITOR ALL EDUCATIONAL/VOCATIONAL RECORDS MAINTAINED ON THEIR HANDICAPPED INDIVIDUALS.	1. Review current legislation and procedures.	School boards, special education administrators, vocational education administrators, instructional staff, advisory committees and interested parties
	2. Draft standards.	Special education administration and instructional staff
	3. Implement standards to insure compliance.	School board, administrators, and school staff
	4. Monitor implementation and results.	State superintendent and staff
2.3.3.3 IMPLEMENT STANDARDS WHICH REQUIRE LEAS TO OBTAIN WRITTEN PERMISSION FROM THE PARENT FOR THE RELEASE OF HANDICAPPED INDIVIDUALS' EDUCATIONAL/VOCATIONAL RECORDS.	1. Review current legislation and permission guidelines.	School boards, special education administrators, vocational education administrators, instructional staff, advisory committee
	2. Draft permission standards.	Special education administration and staff
	3. Implement permission standards to insure compliance.	School boards, administrators and school staff
	4. Monitor implementation and results.	State superintendent and staff

WHERE	HOW	WHEN
LEA Level	Gather, collect and compare current legislation.	On-going
Same	Designate task force to draft standards.	On-going
Same	1. Orient instructional staff and administration; 2. Purchase necessary materials; 3. Hire additional staff; 4. Establish time-lines.	On-going
Same	1. Organize a task force which should include an attorney and an evaluation specialist. 2. Monitor time-lines and implementation of standards.	Annually
LEA level	Gather, collect, and compare current legislation and permission guidelines.	On-going
Same	Designate task force to draft permission standards.	On-going
Same	1. Orient instructional staff and administration. 2. Purchase necessary materials. 3. Hire additional staff. 4. Establish time-lines.	On-going
Same	1. Organize task force which should include an attorney and evaluation specialist. 2. Monitor time-lines and implementation of standards.	On-going

STUDENT WORLD

PROGRAM AND PLACEMENT Module Review Evaluation

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.3.4.1 IMPLEMENT A SYSTEM TO ANNUALLY EVALUATE THE LEA'S PROCESS OF EDUCATIONAL/VOCATIONAL PROGRAM PLANNING.	1. Review current legislation and re-evaluation guidelines.	School boards, special education administrators, vocational education administrators, staffs, advisory committees, and parents
	2. Draft re-evaluation standards.	LEA administration and staff
	3. Implement re-evaluation to insure compliance.	LEA administration
	4. Monitor implementation and results.	State superintendent and staff

WHERE	HOW	WHEN
LEA level	Gather, collect and compare information.	On-going
Same	Designate task force.	On-going
Same	1. Orient instructional staff. 2. Purchase necessary materials. 3. Provide staff. 4. Establish guidelines.	On-going
Same	1. Organize task force which should include an attorney and an evaluation specialist. 2. Monitor time-line and implementation of standards.	Annually

STUDENT WORLD

MONITORING AND EVALUATION Due Process

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.4.1.1 ESTABLISH PROCEDURES FOR MONITORING IDENTIFICATION, ASSESSMENT, PRESCRIPTION, PLACEMENT AND PROGRAM PLANNING FOR HANDICAPPED INDIVIDUALS.	1. Identify respective process for each operation (i.e. identification, assessment, prescription, placement and program planning).	State department of education in cooperation with RESA and LEA
	2. Identify responsible agent for each operation.	Same
	3. Design a data collection system.	Same
	4. Compare data to identified process.	Same
	5. Design a data collection system for evaluating student progress and placement.	State department of education in cooperation with RESA and LEA
	6. Identify processes for monitoring student placement in least restrictive environment.	Same
	7. Identify processes to monitor student progress in the least restrictive environment.	Same

WHERE	HOW	WHEN
State department of education, division of special education and LEA.	1. Review guidelines adopted by the state department of education. 2. Compare local guidelines to state standards.	Start of program, and on-going process
Same	(Refer to guidelines to determine who is in charge of each operation.)	
Same	1. Establish criteria (evidence written procedures and policies developed for county evaluation reports). 2. Design strategies for collecting evaluation reports. 3. Collect evaluation reports, including (e.g. evidence of written and oral parent notification of the operation as it relates to their child).	Same
Same	1. Design strategies for comparing data. 2. Analyze data. 3. Compare guideline regulations to evaluate data collected. 4. Submit report to appropriate professional.	Same
State department of education, division of special education.	1. Develop procedures and necessary forms for evaluation. 2. Collect data. 3. Analyze data. 4. Review results of analysis.	Annually reviewed
Same	1. Collect data. 2. Compare data to West Virginia state guidelines (e.g. guidelines for special education). 3. Screen data for discrepancies. 4. Disseminate results to LEA.	Upon completion of initial placement
Same	1. Collect data. 2. Compare data to West Virginia state guidelines (e.g. guidelines for special education). 3. Screen data for discrepancies. 4. Disseminate results to LEA.	Periodic review

STUDENT WORLD

MONITORING AND EVALUATION Parent Participation and Confidentiality

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.4.2.1 ESTABLISH PROCEDURES FOR MONITORING PARTICIPATION OF PARENTS OR PARENT SURROGATES IN ASSESSMENT, PRESCRIPTION, PLACEMENT AND PROGRAM PLANNING OF EXCEPTIONAL INDIVIDUALS.	1. Identify respective processes for monitoring parent participation.	State department of education in cooperation with RESA and LEA
	2. Identify responsible agent for monitoring parent participation.	Same
	3. Compare data to identified processes for monitoring parent participation.	Same
2.4.3.1 ESTABLISH PROCEDURES TO MONITOR THE MAINTENANCE OF CONFIDENTIALITY IN THE AREAS OF IDENTIFICATION, ASSESSMENT, PRESCRIPTION, PLACEMENT AND PROGRAM PLANNING.	1. Identify respective processes for monitoring maintenance of confidentiality.	State department of education in cooperation with RESA and LEA
	2. Identify a responsible agent for monitoring maintenance of confidentiality.	Same
	3. Design a data collection system for monitoring maintenance of confidentiality.	Same
	4. Compare data to identified processes.	Same

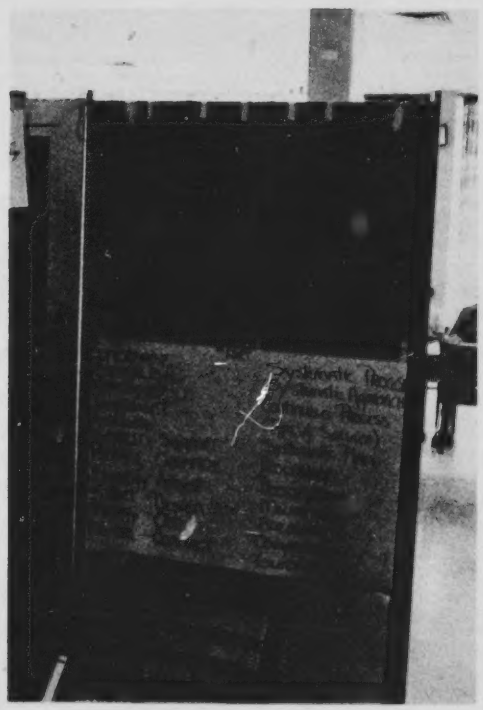
WHERE	HOW	WHEN
State department of education, division of special education and LEA.	1. Review guidelines adopted by the state department of education. 2. Compare local guidelines to state standards.	Start of program and on-going processes
Same	Refer to guidelines to determine who is in charge of each operation.	Same
Same	1. Design strategies for comparing data. 2. Analyze data. 3. Compare guideline regulations to evaluated data collected. 4. Submit report to appropriate professionals.	Same
State department of education, division of special education and LEA.	1. Review guidelines adopted by the state department of education. 2. Compare local guidelines to state standards.	Start of program and on-going process
Same	Refer to guidelines to determine who is in charge of each operation.	Same
Same	1. Establish criteria (evidence of written procedures and policies developed) for county evaluation reports. 2. Design strategies for collecting evaluation reports. 3. Collect evaluation reports (e.g. evidence of release of information to proper authorities).	Same
Same	1. Design strategies for comparing data. 2. Analyze data. 3. Compare guideline regulations to evaluate data collected. 4. Submit report to appropriate professionals.	Same

STUDENT WORLD

MONITORING AND EVALUATION Monitoring Module

TACTICAL ARENAS	TACTICAL STEPS	WHO
2.4.4.1 TO PROVIDE A SYSTEMATIC PROCESS FOR DELIVERY OF RECOMMENDATIONS RELATIVE TO CHANGES IN IDENTIFICATION, ASSESSMENT, PLACEMENT, PRESCRIPTION, AND PROGRAM PLANNING OF HANDICAPPED INDIVIDUALS.		
2.4.4.2 ESTABLISH PROCEDURES FOR EVALUATION OF THE MONITORING SYSTEM.	1. Establish procedures to identify members of third-party evaluation team.	State department of education in cooperation with RESA and LEA
	2. Establish procedures to facilitate third party evaluation team.	Same

WHERE	HOW	WHEN
State department of education, division of special education, and LEA.	Identify internal or external (third party) evaluations as required. Evaluation team must include one representative from each of the following groups: 1. RESA teachers; 2. administrators; 3. professional consultants.	Upon completion of developmental phase of the monitoring system
Same	1. Make specific assignments to identified personnel. 2. Review existing plans for evaluations. 3. Follow the implementation strategies as specified in the following plan: a. collect evaluation data; b. analyze data to: (1) determine if time-lines were followed; (2) determine if assignments were carried out. c. revise procedures as necessary; d. develop necessary forms to disseminate results to all participating agencies and individuals	On a continuous basis with a yearly report



TRAINING WORLD

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INTRODUCTION TO THE TRAINING WORLD

Any program, and hence any world of training, is made up of at least three major classes of things:

1. Technology-the practical art based upon hopefully sound knowledge of what works and why; the how to do it.
2. Materials-the plant, materials. . .what is often called resources. Money is included.
3. And purposeful people-the resourcefulness that goes beyond materials and technology, those who faithfully follow the book and those who throw away or evade the book or write the next book, those who set out for a goal without yet knowing the way and those who know the way and don't visualize the goal. . .
4. And now abide technology, materials, and people, these three; and the greatest of these is people.

—Dr. Gordon Krantz

TRAINING WORLD

CAREER PREPARATION Curricula Content

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.1.1.1 COMMUNITY RESOURCES WILL BE USED IN PLANNING SPECIAL EDUCATION CURRICULUMS FOR HANDICAPPED INDIVIDUALS.	1. Survey community resources to indicate job opportunities for handicapped individuals.	1. Advisory committee; 2. Service organizations; 3. Employment security; 4. County court; 5. School personnel; 6. Parents; 7. Senior citizens; 8. Civic organizations; 9. Handicapped individuals; 10. Organizations interested in handicapped individuals.
	2. Appoint advisory committee (chairman, advisory members, major groups in the community such as merchants, parents, service organizations, union and non-union labor, church groups, and consumers) to help in planning curricula for handicapped individuals.	1. Superintendent; 2. Director of special education programs; 3. Vocational directors; 4. Rehabilitation directors.
	3. Establish staff participation (in-service credit or release time will be given for work with advisory committee).	1. Superintendent; 2. Board of education; 3. State department.
	4. Develop a comprehensive public relationship between the school and the community and to illustrate that handicapped individuals have diverse potentials.	1. Advisory committee; 2. School personnel; 3. Students.
	5. Develop a directory of parent and community volunteers to help the teacher with projects, act as resource for leisure activities and career information.	1. Teacher 2. PTA 3. Advisory committee 4. Parents 5. Students 6. Handicapped adults 7. Professionals

WHERE	HOW	WHEN
1. Community. 2. Regional. 3. National.	1. Use questionnaire to survey: a. business b. unions c. organizations, groups, etc. 2. Use media for PR	Now and on-going. Prior to developing curriculum.
1. Community 2. Regional 3. County	1. Advise on curriculum change, addition, modifications; 2. Advise on materials, facilities, and financing; 3. Assist in placement; 4. Assist in occupational manpower to skills surveys; 5. Assist in program evaluation; 6. Assist in public relations.	Now-immediate
At the county, region, or state level.	In-service credit and release time for teachers' work with advisory committees.	As soon as possible
School community	1. Openhouse. 2. Displays in community. 3. Publicize student activities. 4. Use multi-media resources.	As soon as possible
1; School 2. Home 3. Community	1. Student input. 2. Survey 3. Questionnaire. 4. Solicitation 5. Contacts	Now and on-going. Use this when useful in curriculum.

TRAINING WORLD

CAREER PREPARATION Curricula Content

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.1.1.2 INCREASE THE COOPERATION BETWEEN AND AMONG SUCH "GROUPS" AS INDUSTRIAL ARTS, VOCATIONAL EDUCATION, SPECIAL EDUCATION, REHABILITATION, DEPARTMENT OF WELFARE, PARENTS, AND GENERAL EDUCATION (I.E. STUDENTS, COUNSELORS) TO ENHANCE INTERAGENCY UNDERSTANDING OF EACH OTHERS' SERVICE AND HELP AVOID DUPLICATION.	1. Establish a speaker's bureau (include handicapped adults to enhance interagency understanding of each other's services).	1. Advisory committee/school personnel. 2. Service organizations. 3. Chamber of Commerce.
3.1.1.3 FAMILIARIZE HANDICAPPED INDIVIDUALS WITH WIDE RANGE OF CAREER OPPORTUNITIES AVAILABLE AND THE REQUIRED SKILLS.	1. Develop handicapped individuals' awareness of their potentials.	1. Teachers 2. Counselors 3. Parents 4. Students
	2. Develop individuals' awareness of their limitations (do this very carefully for handicapped individuals).	1. Teachers 2. Counselors 3. Parents 4. Students 5. Rehabilitation 6. Physicians
	3. Assist the handicapped individuals to become aware of social skills needed on the job.	1. Teacher 2. Parents 3. Counselors 4. Student 5. Resource persons.
	4. Provide for exploration of the wide range of career opportunities for handicapped individuals.	1. Teachers 2. Parents 3. Resource persons 4. Counselors 5. Community resources 6. Students

WHERE	HOW	WHEN
1. Community 2. Region 3. County	1. Surveys 2. Volunteers 3. Solicitation 4. Contacting: a. business; b. labor organizations; c. professionals.	Now and on-going
1. Classroom 2. School 3. Home	1. Behavior check lists. 2. Observations. 3. Assessments: a. aptitude tests, b. academic tests 4. Develop motivation through: a. multimedia, b. visitations, c. resource people. 5. Encourage leisure time activities.	As soon as possible and on-going
1. Classroom 2. School 3. Home 4. Community	1. Assessment: a. aptitude, b. academic. 2. Behavior checks. 3. Observations. 4. Motivation through media, visitations, resource people. 5. Prosthetic devices.	As soon as possible and on-going
1. Home 2. School 3. Community	1. Role playing. 2. Simulation. 3. Individual and group counseling sessions. 4. Work experience. 5. Peer feedback.	As soon as possible and on-going
1. Classroom 2. Schools 3. Community	1. Field trips. 2. Classes in Career Awareness. 3. Integration with academics. 4. A.V. Media. 5. Resource persons coming.	As soon as possible and on-going

TRAINING WORLD

CAREER PREPARATION Available Materials

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.1.2.1 PROVIDE STATE TRAINING IN THE USE OF VARIOUS MATERIALS FOR PREVOCATIONAL TRAINING OF HANDICAPPED INDIVIDUALS.	1. Provide in-service, workshops and seminars through the following: sales representatives, county people, RESA, MELRS, state people, conventions, material fairs, etc.	
3.1.2.2 INCREASE THE AMOUNT AND VARIETY OF MATERIALS TO MEET THE NEEDS OF ALL HANDICAPPED STUDENTS.	1. Preview materials before buying.	1. Teacher 2. Special education director. 3. Vocational director. 4. Vocational teacher. 5. Librarians 6. IMC director 7. Media specialist 8. Student input 9. Advisory committee.
	2. Survey building and county for materials not being used.	1. Teacher 2. Principal 3. Librarians 4. IMC director 5. Media specialist 6. Students 7. Advisory committee.
	3. Encourage county cooperative buying.	1. Superintendents 2. RESA 3. Business managers
	4. Assess the abilities and needs of the handicapped individual before writing programs and buying materials.	1. Teachers 2. Counselors 3. Psychologists 4. Employment security 5. ASVAP 6. Students 7. Parents 8. Mental health center 9. Medical personnel 10. Speech pathologist 11. Welfare department.

WHERE	HOW	WHEN
1. Classroom 2. Media center 3. County office 4. Lab 5. Home 6. RESA centers 7. College centers 8. Material fairs 9. Conventions	1. Demonstrations 2. Displays 3. Order on approval 4. Borrow from county, RESA, etc. 5. Observations	Now and on-going
1. Classroom 2. School 3. Building 4. County offices	Search and find.	Now and on-going
1. Between counties 2. Between areas 3. Within county 4. Within region	Illustrating economics of bulk buying.	Now and on-going
1. School 2. Clinics 3. Hospitals 4. Home 5. Institutions	1. County-wide testing 2. State-county testing 3. Areas to test: a. psychometric b. medical c. academic d. social emotional e. affective f. aptitude g. audiological h. interests i. opthalmological j. visual screening k. ask students interests	1. As needed upon referral 2. Regular on-going state and county testing

TRAINING WORLD

CAREER PREPARATION Teaching Methods

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.1.3.1 INCREASE TEACHER TRAINING IN WRITING AND USING PRESCRIPTIVE EDUCATIONAL PROGRAMS FOR HANDICAPPED INDIVIDUALS.	1. Request in-service training in prescriptive teaching.	1. RESA 2. Vocational director 3. Rehabilitation 4. State department 5. Special education director 6. Teachers 7. Industrial arts 8. Colleges and universities 9. Superintendents 10. Consultants 11. Vocational education director.
	2. Utilize university personnel in planning workshops.	1. Superintendents 2. RESA 3. Director of special education 4. Director of vocational education 5. Rehabilitation 6. College director of special education 7. State department 8. Industrial arts
	3. Provide intensive training to one person (in school or county) who will, in turn, train several.	1. Director of special education 2. RESA 3. State department 4. Principals 5. Superintendents 6. Director of vocational education 7. Industrial arts 8. Teachers 9. Rehabilitation
	4. Improve teacher training at the college and university level.	1. State department 2. Teacher input 3. Superintendents 4. Professional organizations 5. State board of regents 6. College administrators

WHERE	HOW	WHEN
1. County 2. Region 3. College and university campus	1. Simulation of vocations (i.e. vocational instruments are facilitators and teachers are students). 2. Team staffing for prescription writing. 3. In-service on assessment. 4. Communication workshops. 5. Use coordinators and student advocate. 6. In-service on prescriptive teaching for all education personnel.	On-going and immediately
1. County or region 2. College campus 3. On-sight visitations (i.e. Colin Anderson Center, Shawnee Hills, Green Acres, Romney, Lakin State, Spencer State, Huntington State, Weston State, Rehabilitation center, veteran hospitals).	1. Workshops (include visitations). 2. Establish college credit for training. 3. Paying stipends. 4. Teacher paid (increments for retirement for on-the-job training). 5. Release time for training.	As requested
1. School 2. County 3. Region 4. State 5. Schools in all areas. (i.e. rehabilitation, vocational education, college and university campus).	1. Visit successful programs in different area, state, etc. 2. Specialists giving teacher training. 3. Hire specialist.	Now and as needed
At the college or university.	1. Teacher input through surveys. 2. Internship for teachers—include different areas (i.e. special education class, schools, center, institutions). 3. Work study for college students (i.e. part of year in college, part of year in classroom, or other area above). 4. Certification or license for aids.	Immediately

TRAINING WORLD

CAREER PREPARATION Teaching Methods

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.1.3.2 ESTABLISH TRAINING IN METHODOLOGY FOR COUNSELORS, SPECIAL EDUCATION AND VOCATIONAL COORDINATORS/ DIRECTORS, PRINCIPALS, TEACHERS (VOCATIONAL AND CLASSROOM), REHABILITATION COUNSELORS, INDUSTRIAL ARTS PERSONS, ETC. TO WORK WITH HANDICAPPED INDIVIDUALS.	1. Request RESAs to provide in-service training in methods for teaching the handicapped.	1. RESAs 2. State department 3. County personnel 4. Resource people
	2. Utilize university personnel in planning workshops.	1. Superintendents 2. RESAs 3. Director of special education 4. Director of vocational education 5. Rehabilitation 6. College directors of special education 7. State department industrial arts
	3. Improve teacher and supportive personnel training at the college and university level.	1. State department 2. Teacher input 3. Superintendents 4. Professional organizations 5. State board of regents 6. College administrators

WHERE	HOW	WHEN
Within the 8 RESA regions	1. Workshops 2. In-service	As needed
1. County or region 2. College campus 3. On-sight visitations (i.e. Colin Anderson, Shawnee Hills, Green Acres, Romney, Lakin State, Spencer State, Huntington State, Weston State, rehabilitation center, veteran's hospital).	1. Workshop (include visitations). 2. Establish college credit for training. 3. Paying stipends. 4. Teacher paid for on-the-job training (increments for retirement). 5. Release time for training.	
At the college or university.	1. Teacher input through surveys. 2. Internship and include different areas (i.e. special education class, schools, centers, institutions). 3. Work-study for college students (i.e. part of year in college; part of year in classroom or other area above). 4. Certification or license for aids.	Immediately

TRAINING WORLD

FORMAL STUDIES Curriculum Content

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.2.1.1 PROVIDE A CURRICULUM THAT WILL PREPARE THE HANDICAPPED INDIVIDUAL FOR HIS LEVEL OF INDEPENDENT LIVING.	1. Assess individuals' needs and abilities for functioning in a basic skill program	1. School psychologist 2. Special education 3. Teacher
	2. Provide a basic skills program.	1. County special education supervisor 2. State department of education 3. County special education supervisor 4. Teachers
	3. Provide a curriculum which the handicapped individual with salable and employable skills required for daily independent living success.	1. County Supervisor of Special Education 2. Classroom teacher
	4. Provide for development of self-awareness, self-worth and successful experience.	Classroom teachers of handicapped individuals

WHERE	HOW	WHEN
School environment	1. Conduct psychological testing (refer to state special education guidelines for assessment tools required). 2. Conduct educational assessment (refer to guidelines). 3. Observe performance of individual suspected of having a handicap. 4. Complete adaptive behavior checklist. 5. Complete Part I of Search and Serve form if handicap is suspected. 6. Submit search and serve form to county special education supervisor.	1. When in doubt of student's ability to function in basic academic skills. 2. When individual is suspected of having a handicap.
1. Countywide 2. Statewide 3. Countywide 4. Countywide	1. Implement screening and possible placement procedures (refer to state guidelines for special education to procedures). 2. Provide basic skills guideline that would assure consistency throughout the state. 3. Establish a statewide task force to develop basic skills guidelines. 4. Disseminate guidelines to all teachers of handicapped individuals. 5. Monitor the implementation of the basic skills guideline. 6. Teach the skills given in the guidelines.	When referral is made July 1, 1977 On-going On-going
Classroom	1. Provide curriculum content which offers skills such as: money concepts, getting along on the job, family living, health and safety use of telephone, want ads reading, etc. 2. Provide the above skills through experiences in each of the required academic classes (i.e. teaching reading want ads and completing applications as part of English class). 3. Provide all the necessary skills through teaching in the content areas.	On-going
School environment	1. Implement usage of specially designed materials for the affective domain (i.e. DUSO kits, Social Curriculum kits, field trips, etc.). 2. Develop and implement in-service training program to make others aware of the needs of handicapped individuals (i.e. Jean Vanier Tapes).	On-going

TRAINING WORLD

FORMAL STUDIES Curriculum Content

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. Review individuals program to make sure Carnegie Unit requirements are being met.	1. School guidance counselor 2. Teacher of handicapped individual 3. County superintendent
	6. Make available to all handicapped individuals placement in vocational technical classes which meet individual needs and serve as electives to be used for graduation.	1. County supervisor of special education 2. Director of vocational education
3.2.1.2 PROVIDE A CAREER ORIENTED CURRICULUM CONTENT PROGRAM.	1. Develop a career-oriented curriculum.	1. State vocational education coordinator for the education of the handicapped 2. County work-study coordinator
	2. Provide funds for curriculum development.	1. Congress 2. W. Va. Legislature 3. County boards of education
	3. Implement career-vocational training program.	1. County vocational technical school 2. Local school classroom

WHERE	HOW	WHEN
Individual schools School Countywide	1. Check course work of handicapped individuals to ensure completion of Carnegie Units. Notify advisor/teacher of handicapped individual if there is a discrepancy. 2. Ensure courses required by Carnegie Units are presented to the handicapped individual on his level so that it will meet his needs and allow for success. 3. Ensure that handicapped individual who has completed Carnegie units of General Study presented on his instructional level will receive a regular high school diploma (the term Special Education shall not appear on the diploma). 4. Monitor the compliance of diploma regulations by county supervisor of special education.	
Countywide	1. Will place all handicapped individuals in vocational education classes. 2. Ensure that vocational/educational instruction is offered on the level of the individual.	On-going
Statewide	1. Create the position of state vocational education coordinator for the education of the handicapped; person to be trained in vocational and special education to supervise the development of the career oriented curriculum. 2. Appoint state advisory committee consisting of a teacher in all areas of exceptionality in vocational/technical teachers and vocational rehabilitation personnel to develop the career oriented curriculum. 3. Appropriate funds for position of state vocational coordinator for the education of the handicapped and work-study coordinators for each county.	July 1, 1977
1. Nationwide 2. Statewide 3. Countywide	Secure a commitment from these governing bodies to appropriate funds for curriculum development.	July 1, 1977
Countywide individual classrooms	1. Conduct in-service to train personnel to use developed curriculum. 2. Increase communication between vocational technical school and home. 3. Monitor implementation of career-vocational training program by work-study coordinator.	July 1, 1977

TRAINING WORLD

FORMAL STUDIES Curriculum Content

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Adapt the career oriented curriculum to meet needs of all exceptionalities regardless of school-based, hospital-based, or home bound handicapped individual.	1. State department of education 2. Special education teachers
	5. Provide an adequate supply and variety of career-oriented curriculum materials.	1. State department of education 2. County boards of education 3. Teachers
	6. Provide a continuity of curriculum.	State department of education through the auspices of state vocational education coordinator for the education of handicapped individuals.

WHERE	HOW	WHEN
1. Statewide	Provide funds for purchasing materials such as large print books on level of individual, hearing devices, opticons, braille, typewriters, portable/mobile materials and equipment for homebound.	On-going as service is needed
2. Wherever handicapped individual is based	1. Go to handicapped individual's base. 2. Secure from state department and other supportive agencies available materials (i.e. RESA, MELRS, IMC directory of materials and resource persons).	On-going as service is needed
1. Statewide	Provide for an adequate amount for student allocation funds.	On-going as service is needed
2. Countywide	1. Provide funds for material purchasing. 2. Develop county IMCs. 3. Contract school supply consultants to demonstrate products before purchase is made or decided upon.	On-going as service is needed
3. Unit teacher serves	1. Evaluate materials and spend allocation funds wisely. 2. Use available resources such as: a. RESA b. MELRS c. IMCs d. resource persons e. directory of materials 3. Exchange items and materials with other teachers. 4. Consult teacher-made materials at/or during an in-service period. 5. Select materials suitable for teaching individuals' needed skills. 6. Secure sample materials for review and usage.	On-going as services needed
Statewide	1. Create said position to provide the leadership for a task force to develop a format for basic skills requirements, functional skills, evaluation procedures, and on-going evaluation forms.	July 1, 1977
	2. Conduct statewide materials development workshop to be composed of teachers representing all areas of handicapped individuals, vocational-technical teachers, and vocational rehabilitation personnel for assembling learning modules relative to developed curricula (i.e. understanding time module to include manipulative paper-pencil activities, etc.) at each skill level.	July 1, 1977
	3. Distribute completed learning modules to each county to be used with handicapped individuals.	July 1, 1977
	4. Provide the funds for this workshop to become a reality.	July 1, 1977

TRAINING WORLD

FORMAL STUDIES Curriculum Content and Available Materials

TACTICAL ARENAS		TACTICAL STEPS	WHO
			County special education supervisor
3.2.1.3	ESTABLISH MORE APPROPRIATE TEACHER TRAINING PROGRAMS.	1. Provide programs at the college/university level for training and certification in low-incidence areas of exceptionality.	1. Teachers 2. Education associations 3. Parent advocates 4. W.Va. Advisory Council for Exceptional Children 5. State colleges and universities
		2. Expand certification requirements of students enrolled in colleges of education to include introductory courses dealing with handicapped individuals (i.e. introduction to Exceptional Children).	1. W.Va. Advisory Council for Exceptional Children 2. Advocacy groups 3. Colleges/Universities
3.2.2.1	PROVIDE APPROPRIATE MATERIALS TO MEET THE INDIVIDUAL NEEDS OF EACH HANDICAPPED INDIVIDUAL	1. Provide sufficient funds.	County board of education
		2. Provide commited trained resource personnel.	County supervisor
		3. Provide interaction between related services.	Social and financial agencies at the federal, state, and local levels
		4. Provide a multi-assessment profile on each student (i.e. vision, hearing, etc.).	School psychologists and/or an educational diagnostician

WHERE	HOW	WHEN
Countywide	1. Establish a team of special/vocational education teachers to develop county formats for evaluation and record keeping procedures to adhere to those developed at the state level.	Soon
	2. Adopt basic texts designed to meet needs of the handicapped individual.	July 1, 1977
	3. Develop line of communication between agencies serving handicapped individuals and the base school.	Now
	4. Distribute curriculum guidelines, formats, and communication notices to both the school principals and special education teachers.	On-going
	5. Assist teachers in obtaining supplies and materials.	On-going
Statewide WV (within confines of the state)	1. Lobbying and Legislative action 2. Develop state-approved program in each area of exceptionality. 3. Hire trained personnel in each area to instruct. 4. Require 1 hour of credit for field experience in several areas of handicaps each semester up to practicum time. 5. Legislative action	Work should begin immediately
Statewide	1. Require 6 hours in special education to all persons enrolled in teachers' colleges and universities. 2. Hire additional personnel to meet the needs of extra classes/classloads.	
Local, state, and/or federal	1. Pass bond issues matching funds, (grants). 2. Investigate donations from private industries.	Yearly
County school board office	1. Hire a resource person qualified through academic training and previous experience in selection of materials and usage.	As soon as possible
At all previously mentioned levels	1. Provide an area or county coordinator. 2. Provide in-service training meetings consisting of related service personnel for the purpose of communication and interaction.	Constantly, On-going
Appropriate designated area in school plant and/or testing center	1. Provide use of current and accepted psychological testing methods (refer to state guidelines).	Before each new placement

TRAINING WORLD

FORMAL STUDIES Available Materials and Teaching Methods

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.2.2.2 PROVIDE THE KNOWLEDGE OF APPROPRIATE MATERIALS AND RESOURCES AND HOW TO OBTAIN THEM.	1. Provide proper comr. unication channels.	Between teachers, resource persons, county supervisors, and/or any other person related to the sources of materials.
	2. Provide a directory of materials available and how to obtain them.	1. School 2. Resource centers 3. County supervisor 4. Appropriate state coordinator 5. Regional coordinator 6. Federal director
	3. Provide a directory of resource personnel (local businesses, county and state agencies, etc.) to all teachers.	1. County supervisor
3.2.2.3 RECOMMEND TO HIGHER INSTITUTIONS OF LEARNING THAT MORE EMPHASIS BE PLACED ON STUDIES RELATED TO THE SELECTION AND USAGE OF MATERIALS FOR HANDICAPPED INDIVIDUALS	1. Provide better training for future teachers on selection and usage of materials for handicapped individuals.	Colleges and universities
	2. Inform state board of education of the needs of the handicapped in regular classrooms for the purpose of bringing about changes in the training program.	County supervisor
3.2.3.1 PROVIDE INDIVIDUALIZED, PERSONALIZED AND PROGRAMMED INSTRUCTION.	1. Develop one to one communication between instructors and handicapped individuals.	1. Supervisor of Special Education 2. Teachers 3. Handicapped individual
	2. Individualize teaching programs: handicapped individuals must be placed according to their specific problems or handicap.	1. Homebound tutors 2. Teachers 3. Aides 4. Resource people 5. Speech therapist 6. Psychologist 7. Occupational therapist 8. Physical therapist
	3. Provide time for periodic staffing of all personnel involved in handicapped individuals' school routine.	All involved personnel in this environment (teachers, cooks, and everyone who has contact with handicapped individual in school environment).

WHERE	HOW	WHEN
Local, county, regional, state and federal levels	Establish channels of communications for teachers, resource persons, county supervisor, and/or any other person related to sources of materials.	On-going
Each county school system, then to the individual schools within the system.	Provide inventories to be assembled at the school, county, regional, state and federal levels.	On-going
To the individual teachers within the county school system.	Establish a county task force to assemble the directory.	On-going
Colleges and universities	By colleges and universities evaluating and improving their program.	On-going
State department of education	1. Establish a task force. 2. Contact local legislators. 3. Contact count parent groups, advocate groups, teachers, WVA Council for Exceptional Children.	On-going
1. Classroom 2. Home 3. Vocational center 4. Wherever their base is (hospitals or institutions). 5. Workshops	Schedule time on individual basis to evaluate handicapped individuals needs and progress.	Daily (as needed)
1. Classroom 2. Home 3. Workshop 4. Where environment best suits individual	Write an individual instructional plan for each handicapped individual	1. Before handicapped individual is placed 2. On-going
School learning area	1. Schedule group meetings where everybody gives input as to their relationships with the handicapped individuals. 2. Provide cumulative data on each handicapped individual at staff meeting.	Monthly, as need arises, in

TRAINING WORLD

FORMAL STUDIES Teaching Methods

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Modify individual programs as needed.	1. Instructors 2. Personnel coming in contact with individual
	5. Individual teaching methods must carry over into the vocational education situation.	1. Vocational instructors 2. Teachers 3. Work study coordinator.
	6. Materials used must be appropriate to the desired method, learning situation, and handicap of the handicapped individual.	1. Teachers 2. Vocational technical instructors 3. Resource people 4. RESA
3.2.3.2 PROVIDE INDIVIDUALIZED AND PERSONALIZED EFFECTIVE WORK-STUDY PROGRAMS FOR ALL HANDICAPPED INDIVIDUALS.	1. Conduct in-service training to familiarize and educate vocational education program as to how they should interact to service handicapped individuals.	1. County supervisor of special education 2. Supervisor of vocational education 3. Superintendent 4. Resource persons

WHERE	HOW	WHEN
Learning environment	1. Reinforce positive behavior. 2. Alter program according to the needs of handicapped individual.	Daily (on-going)
1. Vocational center 2. School 3. Individual classroom situation	1. Have communication between two environments (vocational technical and classrooms). 2. Hold in-service for vocational education personnel as to how to individualize instruction. 3. Ensure the continuity of the handicapped individual's planned instructional training program by making sure the prescriptive instructional plan is being carried through. 4. Give time to explore new experiences. 5. Select materials that lend themselves to individualization. 6. Locate program materials that lend themselves to individualization. 7. Hold in-service on materials available and how to use them. 8. Provide materials and equipment which meet needs of particular handicap condition (i.e. methods and materials must be applied to hearing impaired, blind).	As often as possible (on-going)
Learning Environment	1. Use programmed instruction, resource personnel, catalogs, and directory of materials compiled by federal, state, area and county. 2. Familiarize personnel with materials and how and where to obtain them. 3. Select relevant materials for each individual at their level of learning and individual handicap.	
1. Vocational technical center 2. Schools 3. Job area	1. Use resource persons (RESA, county boards, state department supervisors and vocational education director, industry). 2. Observe situations where the program is in effect and working successfully. 3. Bring resource persons into the schools and centers to help acquaint them with existing methods and programs that are working successfully.	As needed

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Organize program to involve and educate school and community so that a better understanding and support is achieved.	1. County supervisor of special education and vocational technical 2. News media 3. Community leaders 4. State and local leaders 5. Legislators 6. Work-study coordinators
	3. Train through in-service using existing personnel to meet individual exceptionalities.	1. Teacher 2. Entire training staff 3. College 4. University
3.2.3.3 IMPLEMENT PRACTICAL WORK EXPERIENCE.	1. Organize programs to involve employment agencies as to the needs of handicapped	1. Local industry 2. Local businesses 3. Local organizations 4. Special education supervisors 5. Special education advisory board 6. Teachers 7. Auxiliary personnel 8. Work-study coordinator
	2. Offer a variety of individual work experiences so that individuals can realize their full potential.	1. Students 2. Vocational technical centers 3. Local business 4. Sheltered workshops 5. Work-study coordinator

WHERE	HOW	WHEN
1. Schools 2. Vocational centers 3. Community centers	1. Prepare slide presentation. 2. Write news articles 3. Use speaker bureaus 4. Exhibits-public displays. 5. Invite public to schools to serve programs.	Before and during implementation of program
1. Schools 2. Specific resource centers (physical therapy centers, evaluation centers, universities, pilot centers)	1. Observe situations and people who are trained to deal with specific exceptionalities. 2. Bring in resource persons to schools and centers. 3. Conduct conferences and program planning sessions with classroom teachers, advisory personnel, and resource persons to review and evaluate new and existing methods.	Biannually, on-going
1. Wherever potential employment exists. 2. Schools 3. Vocational centers 4. Workshops	1. Survey employment field. 2. Place individuals in on-the-job training. 3. Place handicapped individual in different work experiences. 4. Develop personal relationship between work-study coordinator, employer, and student to ensure that the three have a working relationship as well.	1. Start at the beginning of school term. 2. On-going process
1. Places of potential employment 2. Training centers 3. Schools	1. Determine aptitude and choice of individual through testing, personal observation, parent-teacher conferences, handicapped individual and teacher conferences. 2. Conduct an employment survey for potential employment and needs. 3. Check current labor laws. 4. Prepare a brochure to be disseminated to possible employers explaining current labor laws and how they can help a handicapped individual.	On-going process

TRAINING WORLD

FORMAL STUDIES Training Environment

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.2.4.1 PROVIDE ADEQUATE AND APPROPRIATE FACILITIES	1. Assess county needs.	An assembled task force
	2. Communicate to the public the necessity for adequate physical plant facilities for vocational education for all handicapped individuals.	1. County board of education 2. Administrators 3. Special education teachers 4. Parents of handicapped individuals 5. Advocates
	3. Prepare written plan/proposal.	Same
	4. Investigate source of funding.	County school administrative personnel
	5. Design physical plant to accommodate and serve all areas of handicapping conditions.	1. Task force 2. Architect 3. County school administrative personnel 4. Teachers 5. Parents 6. Advocates

WHERE	HOW	WHEN
Countywide	1. Identify handicapped individuals needing vocational education services. 2. Evaluate existing facilities. 3. Design physical plant to meet needs of all handicapped individuals. 4. Make community aware of the need for adequate facilities for vocational education for handicapped individuals. 5. Refer to guidelines for facility regulations when building or remodeling.	On-going The handicapped students are identified When building and remodeling
Countywide	1. Speak to as many groups as possible 2. Prepare media and news paper release. 3. Invite public to visit special education programs. 4. Contact parents of handicapped individuals and advocate groups. 5. Prepare brochure to be made available to the public.	1. As need to serve all handicapped arises. 2. On-going
Countywide	1. Obtain cost estimates for building or remodeling. 2. Refer to state guidelines for regulations. 3. Obtain approval of plan by county board of education. 4. Submit plan to state level for funding. 5. Pass county bond levy preceded by community awareness of need.	1. As needed 2. On-going
Countywide	1. Support passage of special county bond levies. 2. Secure funding through state and federal agencies. 3. Secure funding through comprehensive county plan. 4. Investigate private industries, foundations, etc. for possible grants or endowments.	1. As need arises 2. On-going
Countywide	1. Observe and visit present models. 2. Assess handicapped individual to be served 3. Refer to state guidelines for planning facilities. 4. Consider geography of county.	1. As need arises 2. On-going

TRAINING WORLD

FORMAL STUDIES Training Environment

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.2.4.2 NORMALIZE AS MANY LEARNING EXPERIENCES AS POSSIBLE FOR EACH HANDICAPPED INDIVIDUAL.	1. Refer to West Virginia guidelines/regulations for special education placement.	1. Supervisors of special education 2. Classroom teachers
	2. In-service training for all professional staff.	1. Supervisor of special education 2. Supervisor of vocational education
	3. Commitment for normalization of learning.	1. County board of education 2. Directors and staff of centralized state institutions
	4. Monitoring.	Supervisor of special education
3.2.4.3 ENSURE PEER UNDERSTANDING OF NORMALIZATION AND THE IMPORTANCE IT REPRESENTS TO EACH HANDICAPPED INDIVIDUAL.	1. Educate school community and the general public concerning the rights and needs of handicapped individuals.	County supervisor of special education

WHERE	HOW	WHEN
Classroom	1. Contact SEA for copies of guidelines for special education. 2. Contact RESA personnel. 3. Provide in-service training for all county school personnel regarding guidelines, least restrictive environment alternative placement, etc.	On-going process
Countywide	Conduct an in-service by utilizing the services of experienced special education teachers, RESA Coordinator, Program Specialists.	1. Beginning of school year. 2. When need arises.
Countywide	1. Provide in-service training regarding least restrictive alternative and the needs of the handicapped individual. 2. Conduct public awareness campaign.	Now and at the beginning of each school year; an on-going process
Countywide	1. Review each child's needs and instructional plan. 2. Ensure compliance with PL 94-142 Education for All Handicapped Act. 3. Conduct re-evaluation of handicapped individual. 4. Allow time for special education teacher and vocational education to communicate and plan together. 5. Contact state and RESA personnel to ensure compliance.	On-going process
Countywide	1. Contact parents of handicapped individuals to express needs. 2. Contact advocate groups to spread the news. 3. Speak to as many groups as possible (speaker's bureau). 4. Prepare media and news releases (public awareness and understanding). 5. Provide in-service training for all school personnel.	On-going process when need arises

TRAINING WORLD

SKILL DEVELOPMENT Curricula Content and Available Materials

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.3.1.1 ESTABLISH A SYSTEMATIC PROCESS FOR INITIATING, DEVELOPING AND IMPLEMENTING SKILLS ACQUISITION FOR HANDICAPPED INDIVIDUALS THROUGH INTERAGENCY EFFORT.	1. Organize face-to-face interaction between agencies (rehabilitation, vocational education, and special education).	One representative from each agency on the local level
	2. Provide concerned agencies with brief student skill progress reports when advisable.	One representative from each agency on the local level
	3. Specific services from all agencies are to be available to any student in need of such services necessary in obtaining job skills (rehabilitation, vocational education, and special education).	Interagencies
	4. Conduct a needs assessment to identify possible skill training areas.	State agencies
	5. Conduct a task analysis to determine skills needed (within the community).	Instructor
	6. Involve all agencies and advisory committees in writing and revising curricula content.	Representative from each group involved
	7. Provide programming for post-graduate handicapped individuals to further skill training.	1. Rehabilitation 2. Vocational teachers 3. Special education teachers
3.3.2.1. PROVIDE RELEASED TIME FOR TEACHING PERSONNEL TO ASSESS NEW PROCESS IN INDUSTRY TO ASSURE UPDATED SKILLS TRAINING.	1. Schedule visitations to industry to keep skills training updated.	Instructor
	2. Provide necessary trade and technical publications to the various programs.	School administrators
	3. Establish days for visitations of other schools existing training programs.	Administrator
3.3.2.2 ESTABLISH SCHEDULED TIME FOR ACQUIRING AND EDITING MATERIALS FOR SKILL DEVELOPMENT.	1. Utilize various professionals not now active in their professions.	1. Retired teachers 2. Vocational instructors 3. Industrial personnel 4. Volunteer help
	2. Utilize state agencies to produce these materials.	1. All state agencies 2. Schools 3. RESA 4. Institutions
	3. Initiate a process to distribute materials.	Distribute from various agencies.

WHERE	HOW	WHEN
On local level, and rotating agencies for meetings.	Implement by directive from administrative heads of interagencies at state level.	Immediately, and on a continuing basis
At local level meetings.	Disseminate information by verbal progress report.	By request
As appropriate to individual needs.	Provide specific services by referral.	As needed
Local community level	Conduct a survey.	Annually
In skill area	Develop a checklist	As needed
Local level at mutual location	Revise existing curriculum. Revise curriculum where necessary.	Annually
Local education administration staff	Provide an individual prescriptive program for post-graduate individuals to further skill training.	When individual is enrolled
Local industry	Establish contact by letter and/or phone call or personal contact.	Annually
At local school	1. Provide subscription to trade magazine. 2. Place names on mailing list for free publications.	As available
Home school and other educational institutions.	Establish contact by letter and/or phone call or personal contact.	As needed
At local vocational areas and penal institutions	Coordinate at local level.	Continuously
At the location of facilities	Utilizing present equipment such as printing presses, clerical personnel and inmates of institutions.	As needed
To the requesting agencies	Mailing.	As needed

TRAINING WORLD

SKILL DEVELOPMENT Available Materials and Teaching Methods

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.3.2.3 DEVELOP A RESOURCE CENTER AND A SYSTEM FOR ACQUIRING AND DISSEMINATING EXISTING MATERIALS.	1. Allot time for teachers to coordinate with industry on their new techniques.	The office of state superintendent of vocational education, special education, and vocational rehabilitation.
	2. Utilize the expertise of industry representatives in the classroom.	Classroom teacher
	3. Adhere to present state guidelines establishing planning periods for all teachers and instructors.	County boards of education
	4. Increase students' input into selection of materials.	Instructional staff
3.3.3.1 ESTABLISH A METHODOLOGY FOR INDIVIDUAL INSTRUCTION TO FACILITATE SKILL DEVELOPMENT.	1. Organize and catalog all available equipment and materials for county distribution.	State resource specialist in conjunction with local resource specialist
	2. Provide a catalog and/or directory of all items available at resource center to be distributed to all staff members of the county.	Local resource center
	3. Identify and utilize all outside resource materials available to the county.	Industry, free loan libraries, state agencies, and any organization or person that can provide resource material
3.3.3.2 DEVELOP HANDS-ON EXPERIENCES TO EXPOSE STUDENTS TO DIFFERENT OPTIONS AVAILABLE WITHIN THE SKILL AREA.	1. Schedule in-service training by qualified and experienced resource people to aid the instructional staff to develop skill of individualized instruction.	LEA staff

WHERE	HOW	WHEN
Statewide at local levels	Establish state mandate	Once a month
In the local school or classroom	With cooperative effort of industry	As needed
At local level	Adhere to state mandate	Daily
At local schools	Utilizing the student	When needed
Local resource center	Utilize local equipment and materials.	Immediately and continuously
To all instructional staff of the county	Utilize present facilities for distribution.	Upon completion of the local resource center
Local, state, national	Personal contact, phone and mail	Immediately and continuously
County	1. Contact the RESA director in local region to aid in setting up the workshop. 2. Ask state vocational education and special education for funding and program specialists for the workshop. 3. Ask college and university special education for additional resource personnel. 4. Contact for materials: a. Center for Studies in Vocational and Technical Education, 321 Education Bldg., 1000 Bascom Mall, Madison, Wis. 53706 b. National Center for Education Media Material, Columbus, Ohio c. MELARS 5. If money not available, identify a good work study coordinator or a good vocational program and write the coordinator or instructor or both to describe program.	In conjunction with scheduled county in-service days

TRAINING WORLD

SKILL DEVELOPMENT Teaching Methods

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Provide hands-on experience by utilizing mobile classrooms equipped with programmed skill development sequence units.	Regional personnel
	3. Provide individualized work stations within the existing facility.	Classroom teacher, in conjunction with LEA
	4. Utilize necessary equipment, available in vocational technical workshops or other locations, to provide varied hands-on experience.	LEA staff
	5. Utilize related materials such as trade manuals, journals, etc.	Teacher or instructor

WHERE	HOW	WHEN
Within RESA regions	1. Write proposal for the development of mobile classrooms in vocational cluster areas which contain a number of small skills kits or programmed skill development units not available in isolated areas. 2. Establish a regional schedule for rotation of each mobile unit. 3. Staff units with personnel trained in vocational education and industrial arts and special education.	As soon as possible and continuously once implemented
Within existing vocational facilities	1. Schedule existing equipment to maximize utilization. 2. Purchase small hands-on equipment to supplement existing equipment. 3. Recruit retired personnel to volunteer time at $1 per year making them legal employees. 4. The paraprofessional is a person who can come in as an employee of local board of education to assist the instructor with this. 5. Consideration should be given to locating a certified instructor to work as a paraprofessional at $7 per hour for each hour worked. 6. Industry will loan a skilled craftsman to the local school board.	As soon as possible
Any county vocational training facility	1. Ask for state and local approval for dual use of facilities. 2. Survey local vocational education teachers and instructors to identify students and their special needs. 3. Utilize local instructors interested in year-round employment. 4. Ask local board of education for funding to develop and schedule programs at night and provide transportation at night. 5. Ask for Manpower or SETA funding to pay students to work	When available, as often as available, including summer months
Within the vocational classroom or lab.	1. Subscribe to various trade manuals or journals. in specific skill areas. 2. Keep up to date with journals as they arrive. 3. Refer to specific articles that pertain to your area. 4. Make individual and/or group assignments to look up answers or review articles where possible. 5. Allow students to check out journals. 6. Solicit low reading level training manuals from industry. 7. If these materials cannot be found, contact: Military, Peace Corps, learning resource centers (regional, state and federal).	Continuously

TRAINING WORLD

SKILL DEVELOPMENT Teaching Methods

TACTICAL ARENAS	TACTICAL STEPS	WHO
	6. Utilize field trips to broaden students' concept of varied options available within his skill area.	Vocational instructor
3.3.3.3 IDENTIFY AND ESTABLISH A WORKABLE STUDENT-TEACHER RATIO TO ALLOW THE INSTRUCTOR TO EMPLOY INDIVIDUALIZED TEACHING METHODS.	Implement legislation to establish a workable student-teacher ratio, to allow for implementation of individualized teaching methods.	State and local vocational education-special education staffs
3.3.3.4 ESTABLISH A SKILL TRAINING PROGRAM APPLICABLE TO HOME SKILL TRAINING AND LATER, HOME INDUSTRY.	Adapt the skill training sequence to the needs of the handicapped individual.	LEA, teacher instructor, vocational rehabilitation and special education

WHERE	HOW	WHEN
Whenever there is	1. Ask principal or other administrative personnel for allocation of 2 field trips per instructional unit. 2. Ask parents to aid with transportation, providing notes to make it legal, getting approval from board of education. 3. Utilize community groups in the same way as above. 4. If in doubt, check with county legal counsel.	Throughout the school year, as needed, prior to beginning new training sequence, and before the work-study, skill training and job experience phase of the program.
Within the legislative	1. Establish a representative committee to decide what this ratio should be. 2. Form advisory committee from vocational education and special education resource persons to write legislation. 3. Approach state representatives to find a sponsor. 4. Include U.S. Senators Byrd and Randolph to receive backing. 5. Include state agencies for CEC, NARC, AAMD, LD, etc. 6. Apply to Bureau of Education of Handicapped, Aid to States branch (Jack Jones) for modified rules and regulations. 7. Inform Bureau of Education of Handicapped, Pupil Personnel, that help is needed. 8. Draft State Chapter CEC legislative proposal to make amendment to funding for programs to sub-committee on Handicapped (headed by Jennings Randolph).	Before next legislative session
Home, School, work	1. Decide what skills the person could learn. 2. Devise a workable series of steps to teach the skill (reading level, learning style, etc.). 3. Contact local vocational rehabilitation personnel to locate funding to implement this service. 4. Ask assistance from university, colleges, and local research centers to adapt materials. 5. Contact regional learning resource center through state department of education for modification and use of materials in individualized programs. 6. Contact regional resource center on the multistate level through state department of special education to acquire training needed on regional workshop level.	

TRAINING WORLD

SKILL DEVELOPMENT Training Environment

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.3.4.1 PROVIDE AN ADEQUATE TRAINING ENVIRONMENT IN THE CLASSROOM, LABORATORY, COMMUNITY AND HOME FOR DEVELOPING SALABLE SKILLS.	1. Modify existing student teacher ratio to ensure skill development for all handicapped individuals.	Legislature
	2. Establish new or upgrade present facilities to provide skill training for all handicapped individuals.	Local school system
	3. Develop a continuous process for creating a pleasant and stimulating learning situation.	Consultants
	4. Implement guidelines for designing structures to meet needs of handicapped individuals.	1. Local school board 2. Industry personnel 3. Teacher educator 4. Handicapped individual
	5. Provide adequate facilities for instructional training stations and storage of equipment and supplies.	Local school board
	6. Provide equipment and methods needed to train handicapped individuals.	Local school board
	7. Design laboratory areas to create pleasant and safe learning situations.	Teachers and industry representatives with an administrative designee
	8. Conduct a survey to identify labor needs and prospective OJT sponsors.	State and local education units
	9. Conduct prospective sponsors to provide on-the-job training slots.	Work-study coordinator (local level)
	10. Develop a systematic process for evaluating sponsors to ensure handicapped individuals receive proper skill training.	Special education director in conjunction with participating agencies.
	11. Develop a cooperative arrangement with local prospective employers to provide skill training.	Local prospective employers with agencies serving handicapped individuals in vocational training.
	12. Provide necessary equipment for training handicapped individuals.	State and local education agencies

WHERE	HOW	WHEN
Each class serving handicapped individual	1. Suggest weighting formula: EX. TMR = 3 reg; EMR = 2 reg 2. Legislation	By 1979
Each classroom facility	Utilizing state and federal monies	1980
Each classroom serving handicapped individuals	Organize a statewide consulting commission.	Immediately
Local classroom facilities	Using federal standards as a guide	Continuously
Each facility being utilized for training handicapped individuals	Utilizing state and federal funds.	Continuously
Each facility being utilized for training handicapped individuals.	Utilizing state and federal funds.	Continuously
Local and community	Establish planning committee.	During planning stages for new facilities
Local community	Develop questionnaire for use by visiting vocational education representatives.	Every 3 years with first effort before Sept., 1976
Various business, institutional and industrial sites	Personal contact	Continuously
Local level	Evaluate the OJT environment with consideration given to location, safety features, entry level skills required, employer and employee obligation, training skills to be learned and performed, compensatory arrangements (when applicable), attitudes of coworkers toward handicapped individuals.	Immediately
Local employment site	Establish a cooperative arrangement skill training within the work environment	Continuously
In each vocational education system training handicapped individuals in a home environment	Allocate funds for purchase of necessary equipment	Continuously

TRAINING WORLD

SKILL DEVELOPMENT Training Environment and WORK ADJUSTMENT Curricula Content

TACTICAL ARENAS	TACTICAL STEPS	WHO
	13. Conduct training session for parents of the handicapped individuals.	Vocational education, special educators, consultants etc.
	14. Utilize existing supportive services to meet needs of home-bound individuals	Educators at state and local levels
3.4.1.1 SCHEDULE A CONSULTATION PERIOD: COUNSELOR- HANDICAPPED INDIVIDUAL; INSTRUCTOR-HANDICAPPED INDIVIDUAL; COUNSELOR-INSTRUCTOR; TO AGREE ON GOALS.		
3.4.1.2 ESTABLISH A PUBLIC EDUCATION PROGRAM TO INFORM THE PUBLIC ABOUT WORK ADJUSTMENT TRAINING.	1. Establish a communication committee to conduct media education.	Committee of staff
	2. Establish an advisory committee to promote community awareness of the program.	People of the community
	3. Establish a speaker's bureau.	Local community leaders
	4. Establish more community based work adjustment areas.	1. Instructors 2. County counselors 3. Superintendent
3.4.1.3 IMPLEMENT A SYSTEM WHICH INSURES CO-OPERATION AMONG AGENCIES PROVIDING WORK ADJUSTMENT SERVICES.	1. Form a committee of representatives from each of the agencies providing work adjustment services in West Virginia.	1. Facilities/school staff 2. Local administrators 3. State department heads
	2. Periodic reporting of activities and new methods and techniques in West Virginia.	Same as above
	3. Formulate cooperative agreements among agencies.	Same as above

WHERE	HOW	WHEN
Community and public facilities home	1. Presentations 2. Demonstrations 3. Experience	Continuously
In the home	Develop interagency cooperation for sharing service for home-bound instruction.	Continuously
Local level	1. Produce news releases 2. Tapes (video) 3. Radio 4. Newspapers	As needed
Local level	Produce awareness through local personal contact.	As needed
Local level	Speaking to groups using above information (i.e. civic clubs, religious groups, etc.).	Monthly
State and local level	1. Create awareness of the need along with benefits to the program. 2. Create an interest in establishing adjustment areas.	As needed
1. Local level 2. State level	Form a state level committee made up of the following agencies: 1. Special education 2. Vocational education 3. Vocational rehabilitation.	Establish (on-going)
Same as above	Through the above-mentioned committee.	On-going
Same as above	Develop cooperative agreement between: 1. Special education; 2. Vocational education; 3. Vocational rehabilitation; which states responsibilities of the agencies and resources to be used in providing work adjustment services to handicapped individuals.	1. On-going 2. Updating annually

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Identify those agencies serving handicapped individuals.	The above formed committee
3.4.1.4 ESTABLISH AND JUSTIFY PROGRAM NEEDS IN WRITING TO INCLUDE INPUT FROM INSTRUCTORS AND ADMINISTRATORS.	1. Arrange writing time for instructors.	1. Local school administrative personnel 2. County superintendent
	2. Provide for conferences between work adjustment instructors and administrators.	Facility administrators
	3. Schedule periodic classroom visitation by administrators.	Local school administrators/ instructors
3.4.2.1 ESTABLISH A CLEARINGHOUSE FOR RESOURCE MATERIALS TO AID IN DEVELOPMENT OF WORK ADJUSTMENT CURRICULUM.	1. Research the literature being used in the state.	State department of education
	2. Gather information and materials from other clearinghouses.	Same
	3. Maintain a system for continuous updating of information and materials.	Same

WHERE	HOW	WHEN
State level	1. Devise a listing of all known agencies who provide services to handicapped individuals. 2. Prepare questionnaires to be sent to all state and local agencies asking for their mission; and whether or not any part includes services to handicapped individuals (see appendix).	Establish (on-going)
1. Local school 2. County school office	1. Request permission from state board of education to implement program plan writing time. 2. Inform instructors as to the date for writing program needs.	As soon as possible
At the facility	1. A schedule will be set up for conferences between instructors and the facility administrators. 2. A schedule will be set up for county conferences between the instructors, facility administrators, and county and state administrators.	Semiannually
Local school	1. Establish calendar which specifies visitation dates by administrator. 2. Distribute calendar to all involved instructors.	Quarterly
State level	1. Request from agencies serving handicapped individuals a listing of materials, information, techniques, etc. being used in their settings. 2. Compile the information secured in the above mentioned step.	As soon as possible (on time only)
Same	1. Draft a form letter to be sent to established clearinghouses (i.e. Material Development Center, Rehabilitation Programs-Auburn U.) to request available catalogs, inventory lists, etc. 2. Compile and add secured materials to state stock pile. 3. List materials in catalog.	As soon as possible
Same	1. Screen all new materials and information received from other sources. 2. Eliminate from the catalog material and information no longer available or in print.	Annually

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Develop method for efficiently distributing information to practitioners.	Same
3.4.3.1 CREATE A SYSTEMATIC METHOD OF INFORMING PARENTS OF WORK ADJUSTMENT PROGRAM.	1. Develop a handbook that describes the program.	Staff
	2. Report individual programs and progress to parents.	Instructors
	3. Establish active parent groups.	Staff/parents/ interested citizens
3.4.3.2 DEVELOP CONTRACT-COMPETENCY BASED EDUCATION.	1. Train instructors to write realistic contracts/ individual education plans.	County supervisor
	2. Schedule time for instructor/handicapped individual contract writing.	Instructors
	3. Provide job adjustment situations.	1. Instructors 2. Handicapped individual
	4. Conduct field trips to possible placement sites to observe workers' behavior.	1. Instructors 2. Advisory committee

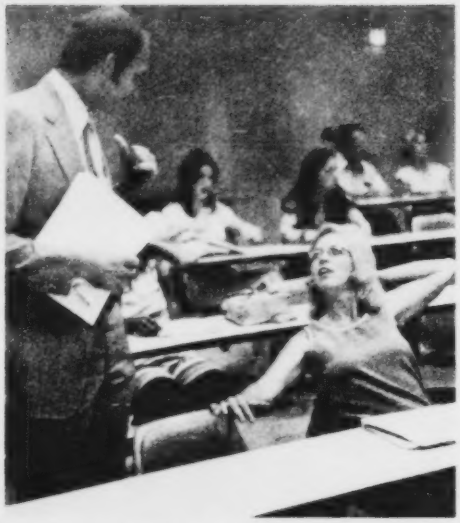
WHERE	HOW	WHEN
Same	1. Forward catalog to the eight (8) RESA districts, to vocational rehabilitation and to other agencies serving handicapped individuals. 2. RESA will send explanatory notices to personnel in each county describing the catalog and the clearinghouse. 3. Have printed a "request for information form" to be used by practitioner needing materials or information. 4. Distribute "RIF" to all practitioners serving handicapped individuals. 5. Establish and maintain statewide mailing lists.	As soon as possible
At the facility	Create a committee within the facilities with input from each area in the building and the administrator.	Annual with updating
At the facility/home	1. Parent/instructor conferences will be held. 2. Progress reports will be sent to parents with required parental feedback (ex: parent response form with question on handicapped individual program). 3. Establish a schedule for home visits.	One per grading period Semiannually
At the facility	1. Compose an interest letter to be sent to parents, including need for parents group, objectives of parents group, and date of organization meeting. 2. Followup letter with phone calls to parents to encourage participation. 3. Set up calendar of meetings for the next year, including topic ideas.	Beginning of school year After organizational meeting
At the facility (any appropriate training site).	Hold in-service meeting for the instructors on the value and mechanics of Competency Based Education (CBE)/Individual Education Plan (IEP).	Annually (before school opens)
At the facility	The instructor should secure an agreement with the administrator for an aide or an assistant to cover the classroom while contract writing with individual is done.	When handicapped individual first enters the program and as needed
Instructional areas	Establish role playing situations to teach acceptable conduct for workers on the job.	As needed during the training
Appropriate placement site	Schedule field trips for the year to observe worker behavior in industry.	As designated by the calendar

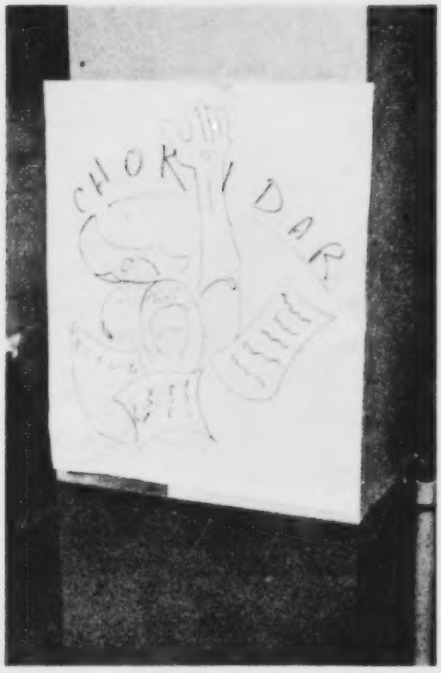
TRAINING WORLD

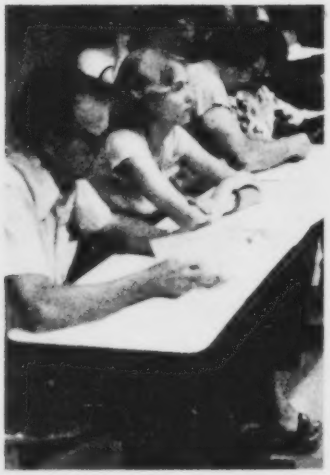
WORK ADJUSTMENT Training Environment

TACTICAL ARENAS	TACTICAL STEPS	WHO
3.4.4.1 ESTABLISH FORMAL AND INFORMAL TRAINING ON WORK ADJUSTMENT TRAINING METHODOLOGY.	1. Identify the training needs of the staff involved in the work adjustment program.	1. Instructor 2. Administrator 3. Special education coordinator 4. Counselors
	2. Establish mandatory structural in-service training for staff involved with the work adjustment program.	1. County superintendent 2. County special education coordinator 3. Coordinator for vocational education and special education
	3. Provide work adjustment courses in teacher education curriculum	1. County coordinators 2. RESA 3. Appropriate college personnel
	4. Provide instructor's time for periodic visits to other facilities performing work adjustment training.	County superintendent

WHERE	HOW	WHEN
1. Work adjustment setting 2. County office 3. State office	1. Develop a questionnaire which could include the specific areas in which the instructor feels inadequate. 2. Schedule administrator and instructor conference to identify training needs.	Annually or as needed
1. County board of education 2. County office	1. Compile the results of the questionnaire. 2. Schedule workshops for work adjustment staff. 3. Contact local college for teachers for the training program.	
1. County level 2. County 3. College	1. Write formal request justifying need of the course to state department of education. 2. Contact college (such as COGS) to determine willingness to conduct courses. 3. Petition Board of Regents to establish course in work adjustment in teacher training curriculum.	As needed As needed As needed
County level	1. Provide principal or supervisor with justification for professional leave. 2. Identify areas to be visited. 3. Petition WVEA to lobby for professional leave for all counties.	As needed







WORK WORLD

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INTRODUCTION TO THE WORK WORLD

Although funding, legislation, administration, personnel development, program development, curricula and teaching methods are critical elements in any human service program, the overall effectiveness of these elements and their interactions are often measured by the eventual productivity of the individual who received the services. The Work World is one such measure of productivity. Job development, job marketing, placement and followup are often the final phase of a long program of preparation in the home, school and community. For the system to fail in this phase after the employability skills have been so carefully and systematically nurtured can be a most devastating experience for a handicapped individual.

This institute was a learning experience for all. We came not with preconceived strategies and resolutions, but with an intent to facilitate the growth and understanding of the participants through their own interactions. Although the initial struggle for understanding relationships, programs, interagency efforts, objectives and goals was difficult, the commitment and concern of the participants soon was demonstrated by their keen insights into problem areas, and by their ability to work together toward the resolution of some of these problems.

—by Ray Sankovsky

WORK WORLD

JOB MARKETING Research Resources

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.1.1.1 GATHER AND DISSEMINATE INFORMATION WHICH WILL FACILITATE LOCAL EFFORTS IN LOCATING AND SURVEYING WORKING CONDITIONS OF THE HANDICAPPED INDIVIDUAL.	1. Gather the following information: a. state listing of companies containing: (1) name and address of company; (2) jobs within the company; (3) brief job description; (4) name of personnel officer; (5) name of executive officer. (Listing should be done by county units). b. state and/or federal occupational standards Section 504, Vocational Rehabilitation Act, health and fire standards, workman's compensation laws, insurance requirements, structural barriers and others. c. information concerning accessibility available job listings from the employment security offices.	Interagency committee
	2. Analyze and organize the above information into a usable format.	Interagency committee or designates.
	3. Disseminate all information to regional special education director, county vocational education director, and district vocational rehabilitation supervisors for distribution to the appropriate local staff.	Interagency committee.
	4. Local staff will feedback information which will supplement or correct the state-supplied lists.	Local training personnel

WHERE	HOW	WHEN
At state level	Contact the 1. Department of Health 2. State insurance board 3. OSHA 4. Department of employment security 5. State fire marshal 6. Others concerned with the handicapped individual.	As soon as possible
At the state level	1. Put company listings into county units. 2. Prepare portfolio of information on occupational standards. 3. Encourage local employment security offices to send listing of available job openings to the local training centers.	Within 90 days of completion of Step 1.
From the state offices	1. Mail a copy of all information directly to the following persons: a. regional special education coordinators; b. county special education directors; c. county vocational educational directors; d. district vocational rehabilitation counselors; 2. Provide monthly corrections to the above persons. 3. Updated publication mailed to above persons annually.	Should be mailed by January, 1977
County level	1. Check local conditions against state-supplied list. 2. Correct any discrepancies. 3. Write out and mail back to interagency co committee.	Upon receipt of state-supplied list

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. Provide a monthly newsletter containing: a. new ideas and skills; b. success stories; c. personal profiles; d. outstanding programs to be sent to the local training personnel.	Compiled by a designee of the interagency committee
4.1.2.1 DEVELOP A PROGRAM FOR CONTINUOUS TRAINING OF ALL PERSONNEL INVOLVED WITH HANDICAPPED INDIVIDUALS IN JOB MARKETING SKILLS (PRE- AND IN-SERVICE).	1. Provide for degree and certification guidelines in special education, vocational education, vocational rehabilitation and educational administrative courses to include two 3-hour required courses to train and build skills in marketing jobs for the trained handicapped individual.	Department of education
	2. Provide in-service training in marketing information and skills for all personnel working with handicapped individuals.	1. College instructors 2. Qualified consultants 3. Pre-trained local personnel
	3. Provide for interagency and intraagency cooperative exchange of information, ideas, materials, through interaction of personnel.	Local teachers vocational rehabilitation counselors, and therapists in the field of the training of the handicapped.

WHERE	HOW	WHEN
Statewide distribution of higher learning.	1. With guidelines as a stimulus, use proper channels. 2. Suggestions for course of studies: a. vocational aspects of handicapped conditions; b. information concerning occupational standards; c. utilization of various media techniques; d. basic salesmanship techniques; e. and others.	January, 1977
1. Local sites. 2. Regional and state 3. County or local site	1. Extension courses 2. Workshop 3. Workshop	1. As needed 2. August, 1977 3. October, 1977; to be repeated on annual basis.
Statewide	1. Interagency communication writes the proposal to be approved by department heads and divisional directors. 2. Visitation site to be mutually acceptable to all concerned.	1. 3 days 2. Professional enrichment in each shcool year.

WORK WORLD

JOB MARKETING Network Integration

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.1.3.1 ESTABLISH AN INTER-AGENCY COMMITTEE AT STATE LEVEL FROM VOCATIONAL EDUCATION, SPECIAL EDUCATION, VOCATIONAL REHABILITATION, EMPLOYMENT SECURITY, MENTAL HEALTH, EXECUTIVE SECRETARY FROM GOVERNOR'S COMMITTEE FOR EMPLOYMENT OF HANDICAPPED, WELFARE DEPARTMENT AND OTHER AGENCIES CONCERNED WITH HANDICAPPED INDIVIDUALS.	1. Department of Education factors: vocational education, special education, vocational rehabilitation directors convene to establish membership of interagency committee.	State superintendent of schools will convene directors.
	2. Invite heads of agencies to be involved in this committee to select specific members and draw up procedures for the operation.	Chairman of membership committee.
	3. Convene members of committee to begin implementation of state guidelines (this means guidelines herein developed).	Chairman of membership committee.
	4. Submit quarterly reports of committee actions to the superintendent.	Committee chairman.
4.1.3.2 DEVELOP A SYSTEMATIC PLAN FOR CONTINUED INTERACTION BETWEEN THE TRAINING SITE AND THE JOB SITE FOR THE HANDICAPPED INDIVIDUAL.	1. Designate the personnel in each training area as liaison to both active and potential job sites.	Local supervisors with approval and guidance of other supervisory levels in each division.
	2. Provide time for visiting job sites.	Supervisor and/or local board of education.
	3. Develop a record of information about job sites.	Appointed liaison.
	4. Inform all personnel in training sites of activities.	Liaison
	5. Scheduled regular site visitations.	Liaison and supervisor.

WHERE	HOW	WHEN
State department of education	1. Preview guidelines. 2. Consider all agencies involved with handicapped individuals, such as: a. special education; b. vocational education; c. vocational rehabilitation; d. employment security; e. mental health.	As soon as possible
State	Preview guidelines and minutes of previous meetings. Suggest the rotation of chairmanship.	Within 30 days of first meeting
State	Preview guidelines minutes of previous meetings.	Within 30 days of second meeting.
State	Written reports, minutes, and any generated written materials.	As meetings occur.
Local units	Appointment	January, 1977.
Local units	Make site visits a part of job description.	Beginning Januray, 1977, and continuing as needed thereafter.
Local site	Make job site visits report placed in file. Update at each visit to include: 1. information given to job site; 2. summary of personnel, physical plant, etc.; 3. date of visit.	Upon visiting site
Local site	Inform staff members at staff meetings of information gained from site visits. This usually can be done verbally. May require occasional handouts.	Coincide with visits
Locally	1. Phone for appointments. 2. Review records of previous visit to determine time of next visit.	A minimum of every four months

WORK WORLD

JOB MARKETING Network Integration and Outcome Guarantees

TACTICAL ARENAS	TACTICAL STEPS	WHO
	6. Arrange for reciprocal visits from the job site personnel.	Liaison
4.1.4.1 DEVELOP AND IMPLEMENT A STATEWIDE CAMPAIGN TO CREATE UNDERSTANDING AMONG EMPLOYERS OF THE EMPLOYABILITY OF THE HANDICAPPED INDIVIDUALS.	1. Presurvey of attitudes information (etc.) of potential employers concerning handicapped individuals.	Local training personnel
	2. Identify and list target groups: a. Civic groups; b. Association for handicapped individuals; c. service organizations; d. union-nonunion employers; e. industrial complexes; f. management groups; g. local governments; h. churches; i. community groups; j. other concerned groups.	The interagency committee assisted by local training
	3. Survey and evaluate available material which would be appropriate for the campaign (all state, federal and local agencies).	The interagency assisted by local training personnel
	4. Develop additional campaign materials to supplement existing materials for P.R. media.	Use P.R. personnel from the interagency (coordinate by their committee).

WHERE	HOW	WHEN
In local area	1. Mail (include a deadline date). 2. After deadline, followup phone calls. 3. Followup visits if necessary. 4. Questionnaire provided by interagency committee.	As soon as possible
At the state level	1. Local community canvas. 2. Accumulate available data from organized groups (Chamber of Commerce, etc.).	As soon as possible after formation of committee.
At the state level	1. Assemble all materials produced at the state level appropriate for the campaign. 2. Organize and list the materials by media categories. 3. Distribute the list to county supervisors (special education, vocational education, etc etc.) to be supplemented and returned. 4. The state updates the list. Suggestion: New materials developed on the local level be regularly sent to the state.	
At the state level	Utilization of various agency departments including films, tapes, slides, video tapes, etc.	After step 3 within one year of operation.

WORK WORLD

JOB MARKETING Outcome Guarantees

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. Initiate and continue campaign delivery systems.	The interagency committee plus state level personnel.
	6. Select and train skilled core groups representing all agencies for local utilization of campaign materials.	Local supervisors.
	7. Implement information delivery system.	State and local personnel
	8. Post survey of attitude information, etc. of potential employers of handicapped individuals.	Local training

WHERE	HOW	WHEN
Local, state, and regional areas.	1. Use existing channels of the dissemination of information. 2. Avoid duplication. 3. Concentrate on local media and local interest.	After the materials are ready.
Local and regional	1. Train in the use with available materials. 2. Familiarize them with the area target groups. 3. Familiarize them with the master campaign plan.	After materials are ready.
Within the target groups.	With speeches, slides tapes, movies, brochures, TV spots, articles, buttons, etc.	By September, 1977
In the local area	1. Mail (include a deadline date). 2. After deadline followup phone calls if necessary (questionnaire provided by intragency committee).	One year after campaign starts.

WORK WORLD

JOB DEVELOPMENT Research Resources

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.2.1.1 ESTABLISH AND IMPLEMENT A SYSTEMATIC AND CONTINUOUS METHOD OF OBTAINING INFORMATION CONCERNING JOBS AND AGENCY SERVICES AVAILABLE STATEWIDE.	1. Collect list of jobs and job descriptions developed by job marketing.	Work experience coordinator
	2. Survey agencies for services available.	Same
	3. Compile a brochure of jobs and agency services.	Same
	4. Disseminate brochure of jobs to all personnel involved in job placement.	Same
	5. Periodic update of job list and services offered by agencies.	Same
	6. Disseminate update to all personnel involved in job placement.	Same
4.2.1.2 ACQUIRE INFORMATION RELATIVE TO INDUSTRY AND EMPLOYERS' ATTITUDES TOWARD THE HANDICAPPED.	1. Obtain sample attitudinal surveys.	Work experience coordinator

WHERE	HOW	WHEN
Job marketing at the national, state and local level	1. Request list by any means of communication. 2. Organize a file bank in accordance with Job Outlook Handbook which can be secured from the Department of Labor.	After job marketing phase of job listing has been completed
National, local and state	1. Develop agency services survey to include: a. services offered; b. criteria to qualify for services; c. person to contact for services. 2. Mail survey to agencies with self-addressed envelope (for return of survey). 3. Follow-up to insure feedback.	At onset of program.
Same	1. Categorize services according to handicaps and file in job bank. 2. Design brochure format. 3. Incorporate information into brochure. 4. Send to printer.	After completion of tactical steps No. 1 and No. 2
1. Vocational Rehabilitation Office; 2. Crippled Children; 3. Welfare; 4. Vocational Education Offices; 5. United Cerebral Palsy; 6. WV Assn. of Blind; 7. NARC; 8. Dept. of Health; 9. WV Assn. of L.D. Children; 10. Community Action; 11. Board of Education; 12. Dept. of Mental Health; etc.	1. Mail brochures or deliver. 2. Place in public offices such as doctor, dentist, attorney, etc.	After completion of tactical step No. 3
Same	1. Request update by any means of communication. 2. Include in job file bank.	Yearly
Same as listed in Tactical Step No. 4	Same as listed in Tactical Step No. 4.	Same
1. SRA; 2. American Guidance Service; 3. Psychological Research; 4. Federal Government; 5. HEW	1. Request by letter-free surveys; 2. Purchase commercial surveys; 3. Secure surveys through personal contact.	Prior to onset of program.

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Develop survey suitable to local needs.	1. Vocational education teacher, 2. Counselor, 3. Supervisor, 4. Psychologist, 5. Work-experience coordinator.
	3. Distribute surveys to prospective employers listed in job bank file.	Work experience coordinator
4.2.1.3 EVALUATE AND MATCH JOB DESCRIPTIONS AND STUDENT ASSESSMENT TO PROVIDE THE BEST POSSIBLE EMPLOYMENT.	1. Obtain student potential vocational assessment sheet from appropriate agency.	1. Work experience coordinator; 2. Secondary teacher; 3. Counselor; 4. Vocational education; 5. Vocational rehabilitation; 6. Special education coordinator.
	2. Organize a team or committee to evaluate student potential vocational assessment sheet and job description.	1. Same as above. 2. Handicapped person who is/was successfully employed.
	3. Distribute information obtained from committee to job placement.	Work experience coordinator.

WHERE	HOW	WHEN
Local level	1. Establish committee to review surveys and literature; 2. Review commercial survey-Attitude Toward Disabled Person; 3. Evaluate survey; 4. Create survey for your needs; 5. Field test survey; 6. Revise, if necessary, by deleting or adding to survey.	Upon completion of Tactical Step No. 1.
Prospective employers	1. Prepare self-addressed envelopes for return of survey; 2. Type a list of employers receiving survey; 3. Mail survey and self-addressed envelopes for return of survey; 4. Follow up with employers not returning surveys.	After revision of survey
From files of involved agencies.	Check training and student world for potential vocational assessment sheet. 1. Written request 2. Make phone call	Upon completion of training
Local level	1. Appoint or choose committee members; 2. Organize committee; 3. Utilize forms obtained in previous sections at: a. student potential assessment sheet, b. job descriptions; 4. Evaluate forms in terms of job descriptions, handicapped individuals, abilities, needed modifications; 5. Recommend employment possibilities for handicapped individuals.	1. Onset of program 2. Meetings scheduled as needed
Local level	Mail or send upon request.	Upon receipt of request

WORK WORLD

JOB DEVELOPMENT Pre/Inservice Training

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.2.2.1 DESIGN, DEVELOP, AND IMPLEMENT A UNIVERSITY TRAINING PROGRAM TO ENHANCE PROFESSIONAL SKILLS IN JOB DEVELOPMENT.	1. Survey involved disciplines relative to the needs for university training of job development programs statewide.	1. Local or state special education director. 2. Vocational rehabilitation director at local and state level. 3. Vocational education director at local and state level. 4. Curriculum supervisor at state or local level. 5. Vocational education chairman at the college concerned. 6. Special education chairman at college concerned.
	2. Appoint an advisory committee of the involved disciplines to assess data and make recommendations to university	1. County superintendent, 2. Curriculum supervisor, 3. Vocational education supervisor, 4. Special education supervisor, 5. Special education and vocational education teachers, 6. Work experience coordinator, 7. Former university students.
4.2.2.2 CREATE, DEVELOP AND IMPLEMENT AN ON-GOING :N-SERVICE PROGRAM FOR ALL AGENCIES AT THE LOCAL LEVEL.	1. Survey to determine the weakness of interagency cooperative related to job development.	Committee of involved agencies including work experience coordinator, vocational education coordinator, special education coordinator, vocational rehabilitation, employer from community
	2. Assemble data obtained from varied areas of discipline.	Same
	3. Organize on-going in-service through the committee.	Same

WHERE	HOW	WHEN
Local and state level.	1. Compose letter requesting statement of needs regarding job development for handicapped individuals or develop a checklist which will reflect the need for university training for job developers; 2. Mail to local board of education, vocational education, special education, teachers, rehabilitation personnel, secondary school counselors, and vocational education directors, etc. 3. Upon return of survey, submit to advisory committee for assessment of data and recommendations to university personnel.	As soon as handicapped individuals are not employed because of lack of job development
Local and state level.	Present findings and facts through written recommendations expressing the need for the program.	After survey is completed.
State and local county	1. Select advisory committee of people who are listed; 2. Create a survey to find deficiencies of interagency cooperation; 3. Mail survey with self-addressed envelope for return of survey.	As soon as program goes into effect.
Same	1. Follow up by phone or visitation; 2. Evaluate survey information; 3. Assemble into workable information.	Upon receipt of survey.
Same	Recommended for continuous in-service to county superintendant, board of education member, vocational rehabilitation director, welfare supervisor, Chamber of Commerce, etc.	As soon as survey returns are in and assembled.

WORK WORLD

JOB DEVELOPMENT Network Integration and Outcome Guarantees

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.2.3.1 ESTABLISH A SYSTEMATIC APPROACH AND CORRELATE AGENCY SERVICE RELATIVE TO STUDENT DATA AND JOB DEVELOPMENT.	1. Determine supportive services needed by handicapped individuals utilizing existing information.	Committee of: 1. Counselor/administrator 2. Work experience coordinator; 3. Teacher, handicapped individuals; 4. State representative or his designee.
	2. Disseminate compiled information relative to securing support services to job placement personnel.	1. Work experience coordinator, 2. Counselor, 3. Parents, 4. Special education coordinator.
4.2.3.2 ASSIST SERVICE AGENCIES IN IDENTIFYING AND MAINTAINING PERSONNEL NEEDS RELATIVE TO JOB DEVELOPMENT FOR HANDICAPPED PERSONS.	1. Survey service agencies to determine the personnel needs relative to employability of handicapped individual.	Work experience coordinator or his designee will survey 1. Vocational rehabilitation; 2. Dept. of Employment Security; 3. Welfare Department; 4. State Department, etc.
	2. Develop a steering committee to assess needs, to reassign or to employ personnel to efficiently provide services.	Service agency supervisors under direction of work experience coordinator.
4.2.4.1 IDENTIFY AND INFORM EMPLOYERS CONCERNING NEEDED MODIFICATIONS IN THE WORKING ENVIRONMENT TO MEET THE SPECIAL NEEDS OF THE HANDICAPPED EMPLOYEE.	1. Collect information relative to modification of the working environment to facilitate the employability of handicapped persons.	Parent committee will seek the information from welfare office, case workers, rehabilitation counselors, work experience coordinators, guidance counselors.

WHERE	HOW	WHEN
Local level	1. Discussion of pertinent information relating directly to handicapping conditions; 2. Brain storm for possible alternatives in determining supportive services; 3. Survey handicapped individuals in small groups to determine what they feel is needed in the way of services; 4. List supportive services needed by handicapped individuals.	Before the student needs placement services
At the local level to job placement personnel responsible for placing handicapped individuals	Deliver or mail to job placement personnel.	After supportive services have been determined.
Local and state level.	1. Interview supervisors of service agencies to determine where need exists; 2. Examine agency guidelines; 3. Examine agency employee workload.	Onset of program.
Local and state level.	1. Appoint committee of service agency supervisors; 2. Evaluate information received from agency supervisors; 3. Assist in necessary reassignment; 4. Advise on the employment of additional personnel.	After interview with agency supervisors.
1. Local level	1. Select advisory committee made up of special education director and teachers and work experience coordinator; 2. Spark the flame under parents, board members, and fellow teachers; 3. If employer won't modify, work adjustment training world and job followup to modify the employer.	As soon as possible.

WORK WORLD

JOB DEVELOPMENT Outcome Guarantee

TACTICAL ARENAS	TACTICAL STEPS	WHO
	2. Assemble above information into a categorical filing system.	Parent will bring in information for work experience to file.
	3. Inform involved agencies of information job bank.	Work experience coordinator.
	4. Disseminate requested information to employers regarding modifications of working environments of physically handicapped, blind, deaf, MR, home-bound, etc.	Work experience coordinator.

WHERE	HOW	WHEN
1. Local level; 2. County level; 3. High school coordinator level.	1. Compile into categories such as blind, deaf, EMR, TMR, physically handicapped, etc. 2. File into a cabinet with the above areas divided as such.	As soon as information is collected
Local and statewide.	1. Construct a letter with address they can write to for information on modification of working environment of handicapped. 2. Mail the letter to agencies listed in job bank	Soon as the file is constructed
Local and statewide.	1. Letter of request received; 2. Compile information requested; 3. Mail information to employer who requested it.	Upon receipt of request.

WORK WORLD

JOB PLACEMENT Research Resources

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.3.1.1 THE PLACEMENT SPECIALIST WILL UTILIZE A CO' 'PREHENSIVE SURVEY OF AVAILABLE RESOURCES NECESSARY FOR PLACEMENT INCLUDING FUNDING, SPECIFIC JOBS, REQUIRED TRAINING, GENERAL TYPES OF PLACEMENT, LABOR MARKET CHANGES, PHYSICAL AND ATTITUDINAL BARRIERS.	1. Obtain a comprehensive survey.	Placement specialist
	2. Use the survey as a resource when placing a person in a job.	Placement specialist.
4.3.1.2 THE PLACEMENT SPECIALIST WILL DEVELOP AND MAINTAIN A COMPREHENSIVE FILE CONTAINING INFORMATION OBTAINED FROM PREVIOUS EDUCATIONAL, MEDICAL, VOCATIONAL SOURCES, OR SOCIAL AGENCIES TO INSURE A SMOOTH TRANSITION INTO THE WORK WORLD BY THE HANDICAPPED INDIVIDUAL.	1. Design a checklist to establish a placement file	Placement specialist
	2. Collect information from educational resources.	Placement specialist
	3. Collect information from medical sources when available.	Placement specialist
	4. Collect information from vocational sources.	Placement specialist
	5. Collect information from social agencies.	Placement specialist
	6. Develop a system by which the file will be maintained.	Placement specialist

WHERE	HOW	WHEN
State level interagency committee (this survey being developed by job marketing). The agency consists of representatives from vocational education; special education; vocational rehabilitation; developed by operational level.	Contact chairperson of state interagency committee.	On-going.
Local and state level.	Phone calls (employer interviews and personal contacts will be made by the placement specialists to insure complete placement).	As the handicapped individual is to be placed.
Local	Design the checklist to include information such as previous educational experience, medical history, work history, complete resume including personal data and references, Social Security card, vocational education training experience.	Immediately upon receipt of the individual to be placed.
Local	Contact the central filing office in charge of school records.	Immediately upon receipt of the individual to be placed.
Local	Contact family physician or hospital director.	Immediately upon receipt of the individual to be placed.
Local	Contact any vocational agency through which the individual has received vocational training such as a vocational technical center, rehabilitation workshop, training center.	Immediately upon receipt of the individual to be placed.
Local	Contact any social agency through which the individual has received services such as welfare, family services, vocational rehabilitation, crippled children, mental health clinics, Red Cross.	Immediately upon receipt of the individual to be placed.
Local	A central location will be designated as the placement office into which all records and information will be sent. A periodic revision will be made every six months.	1976-77

WORK WORLD

JOB PLACEMENT Pre-Inservice Training

TACTICAL ARENAS		TACTICAL STEPS	WHO
4.3.2.1 DESIGN AND IMPLEMENT A PROCEDURE THAT WOULD INITIATE OR UPGRADE PROFESSIONAL AND PARA-PROFESSIONAL TRAINING AND EDUCATION PROGRAMS OF PLACEMENT SPECIALISTS. 1. PRESERVICE PROGRAMS A; 2. PRESERVICE PROGRAMS B; (ON IMPLEMENTARIES, NOTE SHEETS LABELED A AND B).	(A) 1.	Survey existing programs for preservice training.	1. State department of education; 2. State vocational rehabilitation; 3. Board of Regents.
	2.	Identify who will conduct preservice.	1. State department of education; 2. State vocational rehabilitation; 3. Board of Regents.
	3.	Develop the preservice curriculum.	State level (Board of Regents).
	4.	Activate the training program.	College and university faculty
	5.	Evaluate the program.	1. Board of Regents; 2. Students; 3. College, university faculty
	(B) 1.	Survey existing programs for preservice training	1. Local; 2. Coordinators; 3. Special education, vocational education; 4. Vocational rehabilitation.
	2.	Identify who will conduct preservice.	1. Local; 2. Coordinators; 3. Special education, vocational education; 4. Vocational rehabilitation.
	3.	Develop the preservice curriculum.	Regional specialists within the state (RESA).
	4.	Activate the training program.	Regional specialists within the state (RESA).
	5.	Evaluate the program.	Teachers, regional specialists

WHERE	HOW	WHEN
State level	1. Studies, 2. Surveys.	As soon as possible
Colleges and universities	Results of studies survey	After computation of results
State	1. Curriculum specialist; 2. Input from vocational education, special education and vocational rehabilitation.	After computation of results
College and university	Course of study determined by the State Board of Regents.	After Board of Regents established certification.
State level	Followup of students after they have completed the program.	After completing the program
1. Local, 2. Regional.	Contact with special education teachers, vocational education/vocational rehabilitation employers, parents, consumers, community agencies (designate one from each for an advisory committee).	1976-77
1. Local, 2. Regional, 3. State representative.	Depending on identified need, the appropriate personnel will be chosen by local coordinators.	1976-77
Regional	Determine the needs of the region by contacting teachers.	1976-77
Local level.	Schedule and conduct periodic training programs.	On-going
Regional and local.	Subjective training report (evaluation will be submitted by teacher and counselors receiving training to the regional specialist. These reports will be designed by the specialist).	Immediately following the training program.

WORK WORLD

JOB PLACEMENT Network Integration

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.3.3.1 DESIGN A PROGRAM AND A PROCEDURE THAT WOULD GUARANTEE AN INCREASE IN THE NUMBER OF PLACEMENT SPECIALISTS IN VOCATIONAL REHABILITATION AND SPECIAL EDUCATION SO AS TO INSURE AN UPGRADING OF THE PLACEMENT OF ALL HANDICAPPED INDIVIDUALS.	1. Determine the existing need for placement personnel in the area.	Local special education, vocational education and vocational rehabilitation coordinator
	2. Establish a relationship among vocational education, special education, and rehabilitation to provide adequate personnel.	Directors of special education, vocational education, and vocational rehabilitation
	3. Develop a procedure to insure that funding is available to provide adequate placement personnel.	Directors of special education, vocational education, and vocational rehabilitation
	4. Develop an interagency placement personnel program.	Same
	5. Implement the interagency placement personnel program.	Same
	6. Establish a working relationship with the local employment office and other related programs.	Interagency council developed by job marketing.
	7. Evaluate the program.	Interagency council
4.3.3.2 DESIGN AND IMPLEMENT A PROGRAM FOR THE PLACEMENT SPECIALISTS TO MAINTAIN INTERACTION AND COMMUNICATION WITH ALL SOCIAL AGENCIES', EDUCATIONAL AGENCIES AND LABOR UNIONS TO ENHANCE INVOLVEMENT OF HIRING HANDICAPPED PEOPLE.	1. Identify agencies who are hiring handicapped individuals.	Interagency consultant from vocational education, special education, and vocational rehabilitation designed by the Operational World.
	2. Establish communication procedures with involved agencies.	Placement specialist

WHERE	HOW	WHEN
Local	Survey the existing caseload of present placement people.	1976-77
Local	Establish an interagency counsil to include delegates from special education, vocational education, and rehabilitation to have monthly meetings and maintain continuous contact.	On-going
State	Each state representative will allocate funds to provide adequate personnel to placement.	On-going
Local	Each agency will contribute personnel for increasing placement personnel.	On-going
Local	Each agency will contribute personnel.	On-going
Local	Include related agencies with interagency council meetings and maintain contact.	On-going
Local	Studies and surveys will be conducted on a regular basis to determine effectiveness of programs.	Yearly
State	Surveys and studies will be conducted on a statewide basis to determine what the organizations are that are involved.	1976-77
Local	An organization will be established which will consist of all interested in employment of the handicapped. Such people may include employers, handicapped individuals, agency personnel, local citizens and parents.	1976-77

WORK WORLD

JOB PLACEMENT Outcome guarantees

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.3.4.1 DEVELOP AND IMPLEMENT A SYSTEMATIC PROCEDURE THAT WOULD INSURE THE HANDICAPPED INDIVIDUAL'S ACCEPTANCE BY HIS PEERS, FELLOW EMPLOYEES, SOCIETY AND HIS FAMILY AS A PRODUCTIVE PERSON.	1. Establish and maintain a close relationship with the family of the handicapped person when placement is implemented.	1. Placement specialist 2. Community worker.
	2. Establish and maintain a working relationship with community organizations.	Placement specialist
4.3.4.2 DEVISE AND DEVELOP A SUPPORT SYSTEM TO INSURE THAT ALL HANDICAPPED INDIVIDUALS ARE PROVIDED WITH APPROPRIATE TRANSPORTATION, HOUSING AND RECREATION IN RELATION TO THEIR EMPLOYMENT.	1. Gather information as to what transportation is provided for the handicapped.	Placement specialist
	2. Gather information as to what housing is available for the handicapped.	Placement specialist
	3. Gather information as to what recreation is available to the area.	Placement specialist
	4. Set up a program for the individual to be placed using appropriate transportation, housing and recreation.	Placement specialist
	5. Periodic checks will be made to insure that support services are being provided.	Placement specialist
	6. Establish a working relationship with the local employment office and other related programs.	

WHERE	HOW	WHEN
Home	Phone calls, home visits, and personal contact will be made with the family of the handicapped individual before and during employment.	At least once a month during the first year, and semiannually until the case is officially closed.
Local, regional and state related agencies	Personal contact, meeting visits and speaking engagements will be made by the placement specialists using media presentations for organizations such as civic organizations (Kiwanis, Jaycees, Lions Club, churches and schools).	On-going
Local emphasis on remote	1. Public transportation, handicabs, drivers' education programs, minibus, school cooperation, car pool areas will be investigated to determine proper transportation. 2. Oral drivers' examination if necessary for nonreaders. 3. If transportation is not available, special funding should be applied for.	Update every six months
Local, remote and state	Local realtors, community civic clubs, Chamber of Commerce, YMCA, YWCA, travelers aide, group homes, federal projects, governors' employment of the handicapped contacted to find available housing.	Ongoing
Local, remote, state	Local realtors, ARC Center, workshops, college, university, churches, schools, department of Natural Resources (if not available, special funding should be available).	Yearly
Local	Phone calls and personal contact will be made to compile all information.	As the handicapped person is placed
Local	Phone calls and personal contact will be made by the placement specialist	Monthly

WORK WORLD

JOB PLACEMENT Outcome Goals and JOB FOLLOWUP Research Resources

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.3.4.3 DESIGN A SYSTEMATIC PROCESS FOR ASSIGNING RESPONSIBILITY OF FOLLOWUP TO THE PLACEMENT PERSONNEL.	1. Identify who is presently responsible.	Present placement specialist and employers
	2. Determine the length of time the placement specialist will be responsible.	1. Interagency director; 2. Special education; 3. Vocational education; 4. Vocational rehabilitation;
4.4.1.1 DEVELOP AND IMPLEMENT A WORKABLE JOB ANALYSIS AND INTERAGENCY DATA SYSTEM CONCERNING THE HANDICAPPED INDIVIDUAL AND PROVIDE FOR A CONTINUOUS UPGRADING OF VOCATIONAL CURRICULUM IN RELATION TO THE JOB MARKET.	1. Conduct a needs assessment of how the data will be used.	1. Followup personnel or placement personnel; 2. State department technical personnel; 3. Vocational education county coordinator 4. County coordinator of special education.
	2. Identify interagencies concerning handicapped individuals.	1. Placement or follow-up personnel; 2. Vocational rehabilitation counselor; 3. County coordinator and/ or vocational education
	3. Contact the appropriate interagency representatives.	Personnel of initiating agency. Placement and/or followup personnel.
	4. Develop a system for interagency interaction.	1. County director of special education; 2. Placement and followup personnel; 3. Advisory committee with legal counsel.

WHERE	HOW	WHEN
State	Conduct a survey of present placement of personnel and employers who are presently working with the handicapped to determine present responsibility.	1976-77
Federal	An interagency mandate will determine the length of time.	1976-77
State and county level	1. Review available job assessment models. 2. Upgrading of curriculum. 3. Develop a job skill questionnaire that will be distributed to employers of handicapped individuals (Ex: neatness, punctuality, social attitudes); 4. Through personal interviews with employers in the community that are currently or have in the past employed the handicapped individual.	At the onset of the program and at yearly intervals.
County and local level	1. Each agency identify appropriate personnel; 2. Plan meeting of interagency personnel to meet and identify any other personnel; 3. Identify agencies concerning handicapped individuals employment security: a. labor relations b. department of employment security c. community action d. department of welfare e. department of vocational rehabilitation f. public school system g. selected employers.	To be specified by initiating agency
County and local level	1. Send out memorandum of communication for initial meeting through personal interview with interagency followed up by telephone confirmations. 2. Initial contact with the support of advisory committee.	1976-77
1. Local education agency level 2. Regional education school agency 3. State and federal level	1. Develop a joint signoff for educational program and placement and monitoring (prevocational industrial arts, vocational work study job placement); 2. Rehabilitation if needed; 3. Identification and referral; 4. Evaluation followup; 5. Placement and programming;	1976-77

WORK WORLD

JOB FOLLOWUP Research Resources

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. Development of questionnaire form for determining the total work environment.	1. Placement and followup personnel; 2. County director of special education.
	6. Distribute the questionnaire to employers of the handicapped individual.	Placement and follow-up personnel.
	7. Evaluate questionnaire feedback to update vocational curriculum and job marketing.	Placement and follow-up personnel.

WHERE	HOW	WHEN
	6. Agreements will be developed for funding of services by agency; 7. If at local education agency level support cannot be reached, bring in advisory council and legal council (develop interagency agreement); check with council for exceptional children for legal council and procedure; 8. If no agreement is reached then regional level (same procedure should be used as in local education agency level); 9. If unable at regional level, then state level and initiate litigation procedures. Then establish interagency cooperation.	
Local and county level	1. Design questionnaire to show the following: a. job satisfaction; b. job difficulty; c. job interest; d. skill needs; e. social needs; f. transportation; g. training needs; h. employment counseling. 2. Questionnaires will be distributed to both employee and employer.	1976-77
Local and county level	1. Deliver personally; 2. Deliver by mail correspondence and telephone confirmation of delivery; 3. If not returned, call or resupply the questionnaire.	1976-77
Local and county level.	Evidence by: 1. Elements of questionnaire; 2. Cross reference answers from employees and employers; 3. Followup with personal interview, if necessary; 4. Completed findings and recommendations sent to curriculum developers, special and vocational education teachers, vocational rehabilitation personnel and placement followup personnel.	1976-77 with yearly updating

WORK WORLD

JOB FOLLOWUP Inservice Training

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.4.2.1 DESIGN AND IMPLEMENT INSERVICE TRAINING TO INSURE THAT ALL PROFESSIONAL STAFF INVOLVED IN FOLLOWUP SERVICES FOR HANDICAPPED SPECIAL EMPLOYERS ARE COMPETENTLY TRAINED.	1. Conduct a survey of inservice training efforts in followup.	1. Advisory committee; 2. Vocational teachers; 3. Superintendent of schools; 4. Rehabilitation counselors; 5. Regional Education School Agency (RESA); 6. County director of special education; 7. University staff.
	2. Identify content for inservice training programs.	1. Superintendent of schools; 2. Director of vocational education; 3. Director of special education; 4. Advisory committee; 5. University staff; 6. Multistate regional resource center personnel.
	3. Identify the program or individual who will conduct inservice training.	University and local staff.
	4. Implement an inservice training program for the appropriate personnel.	1. County directors of: a. Special education; b. Vocational education; c. Rehabilitation counseling; d. Inservice personnel.

WHERE	HOW	WHEN
Local and county level	1. Personal interviews with existing inservice programs in the state; 2. Review of published research literature; 3. Employing inservice of Regional Education School Agency (RESA) services; and 4. Professional consultants.	Before onset of the program
County, local, regional and state level	1. Review existing training programs within each training institution; 2. Develop course offerings in accordance with inservice needs through RESA and consulting personnel; 3. Provide delivery to include on-campus course work and staff inservice training in local school systems. Provide funding. and budget elements for provision of training staff.	1976-77 and in accordance with ongoing needs
Local, county and university level	1. Personal interview; 2. Previous experience; 3. Personal interest; 4. Educational background; 5. Placement services.	Before onset of the inservice training
Local and county level	1. Conducting of county workshops; 2. Development of higher education courses of credit; 3. Practicum and internship developed by the university; 4. Development of inservice training outside of school hours within local school system; 5. Extension school work arranged with local or state universities; 6. Provision for appropriate field trip.	

WORK WORLD

JOB FOLLOWUP Inservice Training and Network Integration

TACTICAL ARENAS	TACTICAL STEPS	WHO
4.4.2.2 DEVELOP GUIDELINES WHICH WILL BE USED FOR ADJUSTMENT PERSONNEL WHO ARE PROPERLY QUALIFIED TO EV ALUATE THE HANDICAPPED INDIVIDUAL AFTER PLACEMENT.	1. Conduct a survey on objective of LEA relative to employment of prospective employee.	1. Advisory committee; 2. State director of special education; 3. State director of vocational education; 4. State rehabilitation agency; 5. RESA; 6. University placement office.
	2. Provide and select special resource materials for the education of personnel presently enrolled in school	RESA, university staff.
	3. Identify vocational adjustment quidelines.	1. University staff; 2. Federal funding director; 3. State funding director.
	4. Identify personnel that will deliver instructional guidelines for vocational adjustment staff.	State certification board.
4.4.3.1 ESTABLISH A SYSTEMATIC INTERAGENCY SOCIAL SERVICE SYSTEM TO INTERACT WITH THE EMPLOYER'S OCCUPATION THAT WOULD INCLUDE FAMILY COUNSELING, RECREATIONAL AND TRANS-PORTATION NEEDS FOR THE HANDICAPPED INDIVIDUAL FOLLOWING PLACEMENT.	1. Conduct a needs assessment study to determine procedures for interaction of agencies involved with the handicapped individual.	1. State vocational educators; 2. Special educators; 3. Vocational rehabilitation directors; 4. Director of governor's committee for handicapped.
	2. Referral of handicapped individuals' transportation and recreational problem to the appropriate placement personnel for remediation of the problem.	1. Rehabilitation counselor; 2. Vocational education teachers; 3. Special education teachers; 4. Director of county school transportation; 5. Director of county special education.

WHERE	HOW	WHEN
State	Acquire needed information from the following: 1. telephone; 2. personal interview; 3. correspondence; 4. questionnaire.	Prior to beginning of program
State and federal	Refer operational world guidelines for material selection.	Onset of on-going program
College, state, and federal level	Refer Operational World to personnel guidelines.	Before onset of program
State level	Refer Operational World procedures.	Onset of program.
State level	By use of professional consultants and state agency personnel, with planning as follows: 1. Questionnaires on needs: a. family counseling; b. recreation; c. transportation. 2. Comprehensive survey on procedures that are being used within existing agencies: a. Department of welfare; b. Manpower; c. Ceta program; d. Department of employment security; e. Department of education; f. Division of vocational rehabilitation.	1976-77
County and local level	1. Referral made by use of form: a. name/date; b. address; c. parents; d. demographic data; e. phone; f. presentation of problem. 2. The referral will be initiated by telephone contact and confirmed immediately by written correspondence. Copies sent to: a. director of special education; b. placement personnel;	1976-77

WORK WORLD

JOB FOLLOWUP Network Integration and Outcome Guarantees

TACTICAL ARENAS	TACTICAL STEPS	WHO
	3. Establish liaison personnel to work with social service agencies for workable solutions.	1. Rehabilitation counselors; 2. Placement; 3. Followup personnel; 4. Special education teachers; 5. Vocational education teachers; 6. County director of special education.
4.4.4.1 TO DEVELOP AND IMPLEMENT A MECHANISM TO INSURE WHEN THE HANDICAPPED INDIVIDUAL IS IN A JOB SITUATION THAT THERE ARE APPROPRIATE JOB MONITORING AND JOB RETENTION PROCEDURES IN EFFECT.	1. Employ properly trained followup personnel.	Director of special education.
	2. Provide effective program through committee, employer and vocational educators and rehabilitation and/or support staff.	Special education work-study coordinator (except in area of severely handicapped where rehabilitation will play a role in assessment programming, placement and followup).
	3. Evaluate the effectiveness of the job retention mechanism.	Special education work-study coordinator or if necessary for the severely handicapped individual appropriate followup will be provided by vocational rehabilitation.

WHERE	HOW	WHEN
	c. other involved personnel. 3. Within a working week personal interview followup should be made with placement personnel and handicapped individual.	
Local and county level	1. Staffing with appropriate social services workers; 2. Allocations of funds for appointed staff; 3. If funds not available, reassignment of present support service staff as an added function.	1976; on an on-going basis after initiation of program.
County level	Interview and based on past experience in working with secondary special education students in the content area (exceptionality) that he is assigned.	1976-77 or during school year
County level or with severely handicapped the most appropriate will be provided through vocational rehabilitation	Cooperative agreement between vocational education, special education, rehabilitation and parents, appropriate programming will be implemented.	1976-77 or during school year
County level at the job or or training site.	1. Initially daily or weekly, dependent on individual needs. 2. Followup decreases as individual becomes adjusted and reaches necessary maturity. 3. Handicapped individual may be programmed and if necessary followed up by necessary support staff. (Examples: Psychological services; Rehabilitation; Administration; Parent involvement; Counseling; Medical counseling if necessary; Law enforcement: a. Juvenile services; b. Due process hearings).	1976-77 or during school year

WORK WORLD

JOB FOLLOWUP Outcome Guarantees

TACTICAL ARENAS	TACTICAL STEPS	WHO
	4. Modify the job retention mechanism based on feedback effectiveness (work-study and job placement forms).	1. Work-study coordinator; 2. Director of special education; 3. Vocational rehabilitation.

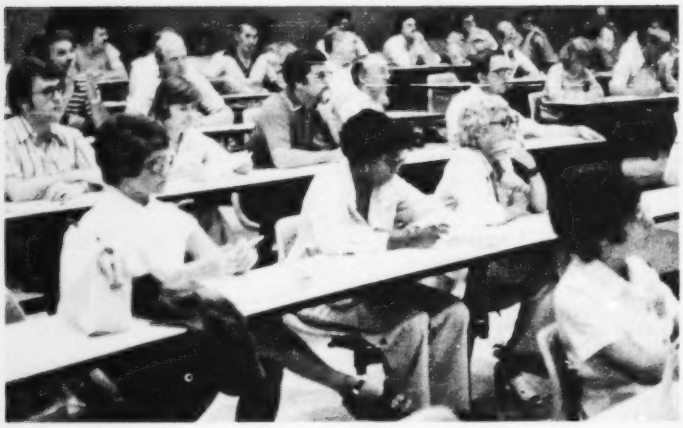
WHERE	HOW	WHEN
County level	1. Informal contract agreement consisting of the following: a. pupil's name; b. who provides training or employment; c. location of employment or training site; d. phone number; e. contact person at training site or employment site; f. hours of training or employment; g. when training or employment takes place (days); h. specific training duties or job to be performed; i. training or employment based on child labor laws; j. statement who will provide transportation for individual to get to employment or training site; k. statement determining who is responsible for notifying school, training site or employer as to attendance of the handicapped individual at least two hours prior to beginning work; l. persons to sign and date document; m. student's signature; n. employer or trainer signature; o. work-study coordinator signature. 2. Work-study coordinator will maintain a log listing: a. student name; b. age; c. training site; d. employment site; e. contact date; f. closure date; g. followup dates; h. work and/or training areas are safe; i. type of training or job performed; j. job description; k. job title; l. pay rate; m. hours and time of employment; n. if job is lost, reason for ceasing training or dismissal. 3. Work-study coordinator must have signed statement by responsible board of education official that when work-study coordinator transports students within guidelines of the program he or she is acting as an agent of the board.	1976-77 or during school year

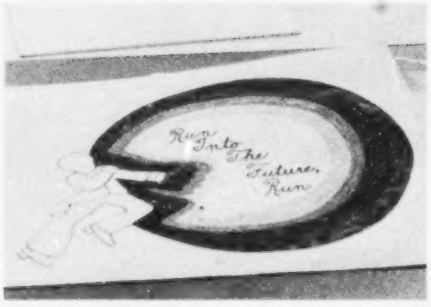
WORK WORLD

JOB FOLLOWUP Outcome Guarantees

TACTICAL ARENAS	TACTICAL STEPS	WHO
	5. Identify by survey and develop a schedule of observational and behavioral checklists to identify and determine the handicapped individual's adjustment to the job situation.	Work-study coordinator with the help and support of vocational rehabilitation and vocational education.
	6. Determine who is responsible for monitoring the observational and behavioral checklist on job retention and job sucess.	1. Work-study coordinator (if needed); 2. Director of special education; 3. Rehabilitation for those clients who require programming from their agency.

WHERE	HOW	WHEN
County level	Examine exemplary secondary program guide developed for handicapped individuals and specific needs that may be required according to disability (recommendation: not more than two pages).	1976-77 or before school year begins
County level or refer to agency	Director of special education will determine guidelines with parents, vocational education and department of vocational education as appropriate, according to handicapped individual served.	1976-77 before the start of the school year




Run Into The Future
Run

YOU WANT THIS DONE

APPENDIX A

TRAINING MANUAL

for the working sessions of the Training Institute on

'RUN INTO THE FUTURE, RUN'

A Guideline on Enhancing
and Expanding Options
for Persons Receiving
Vocational Nurture and Preparation

June 14-18, 1976

held at

West Virginia Institute of Technology
Montgomery, West Virginia

Cosponsors:

West Virginia College of Graduate Studies

and

West Virginia State Department of Education

Institute Coordinator:

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Institute, West Virginia

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RUN INTO THE FUTURE, RUN!

Matrix framework for each of the four major sections of the Training Guideline Document for West Virginia at the secondary level to serve students of special need at all levels of career preparation and placement.

By: Vance Engleman

I. OPERATIONAL WORLD: Dr. Jack Schuetz

Needs / Structures	Funding Power	Personnel Develop.	Program Develop.	LEA Plan Writing and Account.
National and Regional				
State Agencies				
District and Community				
Secondary School				

II. THE STUDENT WORLD: Dr. Charles Kokaska

Safe-guards / Profile	Due Process Procedures	Parent Participation	Hearings and Appeals	Confidenti-ality of Data
Referral & Assessment Module				
Assessment & Individual Plan Module				
Placement & Program Module				
Monitoring & Evaluation Module				

III. THE TRAINING WORLD: Dr. Gordon Krantz

Dynamic / Program	Curricula Content	Available Materials	Teaching Methods	Training Environment
Career Preparation				
Formal Studies				
Skill Development				
Work Adjustment				

IV. THE WORK WORLD: Dr. Charles Wrobel

Process / Mainstream	Research Resources	Pre-In-service Training	Network Integration	Outcome Guarantees
Job Marketing				
Job Development				
Job Placement				
Job Follow-up				

SOME IMPORTANT NOTES

1. Run Into the Future Run: The theme of the Training Institute was chosen to emphasize the importance of enhancing current programs and designing new and more comprehensive ones so that the options of exceptional students are expanded and relevant to the kinds of demands the future places upon all persons.

2. Institute Outcomes:
   a) A methodology for implementing the training activities for the 1976-77 school year.
   b) 160 trained professionals to conduct followup in-service training throughout West Virginia (55 counties).
   c) The creation of a state training guideline on enhancing Vocational Education, Vocational Training, and Special Education at the secondary level.
   d) The dissemination of the guideline document to all the states in the nation.

3. Group Size: Approximately 160 contributors from most of West Virginia's 55 counties are expected to participate in the one-week Training Institute. These persons have key responsibilities at the secondary level and will go back to their programs to implement the wisdom of the Institute this Fall. That breaks down into roughly 40 contributors for each of the four Worlds (Operational, Student, Training, and Work). The Resource Persons will provide direction and stimulus to the large group, and will be available to counsel the small groups (elements), i.e. four per matrix area with about 10 contributors each. That would create four element groups for each world area, or 16 for the total Institute.

4. Consensus Dynamic: It is important that every person attending the Institute be encouraged to contribute in-depth to the guideline building task, and the other Institute outcomes. Hopefully both large and small groups will utilize the consensus method to make decisions, instead of voting, so that all persons are included and move along with the workshop process. This method requires involvement and struggle, but this can be enabled by keeping the groups task oriented and commited to a timeline. The honoring of everyone's insight and point of view is an important value in corporate model building. This method allows for the possibility of pushing the individual differences into a comprehensive statement rather than going with a reduced one, or the more dominant or vocal viewpoint. If the more dominant viewpoint is the most comprehensive, then the consensus approach will allow for the other persons to decide to accept that position knowing full well that their wisdom was given due consideration.

5. Workshop Environment: The physical setting is an important one when attempting to involve so many colleagues in a week of intensive model building and training. The workshop rooms need to be set up appropriately for each session (tables, chairs, blackboard, flipcharts, decor, paper, water, ashtrays, etc.). The mood of the group is equally important. The task is a serious and heavy one and the contributors will get tired on occassions. The Resource Persons need to be able to mix seriousness with humor and create short moments of discontinuity if necessary. The five-day schedule and the process steps are designed to provide the contributors with a variety of experiences and this should enable the working sessions to stay on task.

6. Rough Draft Guideline: The eight workshop sessions of the Training Institute have as one of its major objectives that of designing a rough draft guideline. The key to the rough draft is the first five workshop sessions when the construct will be designed. The first two workshops (Analysis and Problemat) are simply out to set the three sessions (Tactical Arenas, Tactical Steps, and Implementaries). The last three workshops (6, 7, and 8) will refine and polish the construct and complete the rough draft writing. After the Institute, the guideline will undergo minor editing, design work, typing, printing, and dissemination.

BRIEF DEFINITIONS OF MATRIX TERMS

I. THE OPERATIONAL WORLD: This arena is responsible for setting up the appropriate structures and fulfilling those needs for vocational training and special education programs at the secondary level.

The Structure:

Element 1: National and Regional: identify the roles and functions of the federal and other agency structures that affect the development of secondary programs.

Element 2: State agencies: identify the roles and functions of the appropriate state structures relative to setting up secondary programs.

Element 3: District and Community: identify the roles and functions of the appropriate county, district, and community structures relative to setting up secondary programs.

Element 4: Secondary School: the articulation of what the secondary structure can do to acquire appropriate services from other agency structures.

The Needs:

1. Funding Power: the articulation of funding patterns that are necessary for setting up programs for each of the elements.
2. Personnel Development: the identification and provision of adequately trained staff and their on-going nurture and development for programs at the secondary level.
3. Program Development: the expansion of current programs, and the creation of new ones by comprehensive planning and development strategies.
4. LEA Plan Writing and Accountability: to enable each local education agency to have a comprehensive written plan and accountability system to the various legal and funding sources.

II. THE STUDENT WORLD: This arena is responsible for setting up the appropriate student profile and procedural safeguards coming out of Public Law 94-142 that are necessary to protect each student throughout the training process.

The Profile:

Element 1: Identification and Referral Module: this module deals with identification (unserved and underserved), screening (prior to complete diagnostic workup), and referral to further assessment, or to a relevant and appropriate program.

Workshop No.	Task	Day	Time	No. Groups/Size
1	Analysis	Monday, June 14	7:30-9:30 p.m.	4/40; 16/10

Objective Aim of Workshop	To context the workshops, establish rapport, and allow each World group to apply the categories of the matrix to the current reality of West Virginia. The product of the session will be a brief but current analysis of "what is" and a group consensus on the matrix categories to be used for the rest of the Institute.
Experiential Aim of Workshop	To allow each contributor the opportunity to begin articulating his/her awareness and experience in a model building framework, and to help shape a consensus which reflects the wisdom of the total group.

Opening Remarks: Introduce yourself and welcome the group.

Some of the following brief explanations might be helpful:

a) The imperative that everyone participate - the product of the Institute will be their creation.
b) The sequential nature of the workshops (each new session builds upon the previous one(s).
c) The use of the consensus method to build a common product.
d) The use of basic model building and comprehensive planning methods.
e) The demand to stay on task.
f) To corporately create a new vision and a new plan for those with special needs at the secondary level.

Share the intent of the objective and experiential aim for the workshop.

Process Steps:

1. Conduct Introductory Conversation. So that everyone might get better acquainted, ask each person to give their name, location, and title - quickly moving around the room. Then ask the total group the question, "give one image (activity or picture - not an abstract idea) of what happens to an exceptional student who does not receive comprehensive training and full services?" Avoid lengthy definitions - seek images. Receive six or eight good images and then ask the next question, "give one image of what happens to an exceptional student who is not fragmented or reduced by the preparation received?" Throw this question to the group (perhaps a different part of the room), and again receive six or eight good images. Finally ask, "What do you envision as the major event or expectation of this Training Institute for you?" Receive as many responses as time permits. Allow approximately 30 minutes for the opening remarks and conversations.

2. Context the Task. While still in the large group have them refer to the matrix model (from their packet, or pass out). Briefly explain the relationship between the four Worlds (Operational, Student, Training, Work): a) seeking comprehensiveness; b) they contain some overlapping-pulled apart for depth analysis and treatment; c) all four Worlds using the same methods so that the final guideline will have interior consistency and functional power. Say a few words about process: the first five workshops are out to build the model/construct, and the last three workshops will polish the construct into rough draft form. This first workshop is on analysis! Ask the group to give a few examples from their assigned matrix on what the "state of the art" is for West Virginia. Skip around to a few of the matrix intersections receiving six or eight examples. Allow around 30 minutes for this task.

3. Small Group Assignment. So that every person can have maximum input into the process, suggest that you would like to divide the large group into four small groups - called elements (refer to matrix). Introduce the facilitators for the groups and briefly describe their role (enablers, recorders, time keepers, etc.). Ask the group's wisdom on how to divide into four groups containing even distribution of the contributors. (Have several methods in mind). Indicate that you would like them to stick with their assigned element for the rest of the week. There will be a number of occassions to hear feedback reports from the elements. Quickly send the groups to four parts of the room and arrange approximately (tables, flip chart, paper, etc). Remind them of the short time remaining to do the analysis of "what is" for West Virginia for their element. Allow 15 minutes for making assignment.

4. Brainstorm and Gestalt. Before beginning the facilitator might ask each person to give their name. In the small groups the task is to quickly get out as much data as possible for each of the intersections of the element with the top four matrix categories (left to right). Perhaps five minutes for each intersection would do. Then pull the raw data together into clusters if that is possible. Example: one or two brief statements might hold the wisdom of the larger list in each category. Make use of the flipchart throughout this process. The Resource Person should move around and visit the small groups being sensitive to possible content or process needs. If you make a helpful comment to one of the element groups which might also be useful for the others, ask for a moment to make an announcement. Occassionally remind them of the time remaining trying to finish to allow for 10 minutes of brief reports. The value for this first assignment is not necessarily to complete the task in detail, but rather to get a feel of the process and for working corporately. The mood for this first workshop should be light, casual, and fun. Allow 35 minutes for this task.

5. Brief Reports: Before dismissing for the evening the Resource Person could stand at the front or center of the room and ask for a quick one minute report on how they did in their first effort together. Ask if the categories they worked with are satisfactory. Make note of any problems and indicate that they can deal with any possible changes at tomorrows workshop. Allow 10 minutes for reports.

6. Closing Remarks: Complement them for their good work. Remind them that tomorrow afternoons Problemat workshop will have considerable more time for small group work and depth input. Have them reflect over night on the problems and constraints which would be related to the current analysis of "what is" for the state. Ask for any house keeping announcements or concerns. The Institute will begin at 9:00 a.m. promptly tomorrow morning in the Great Hall. Adjourn. The Resource Persons and Facilitators will now gather for a feedback session at an announced place. These meetings will occur at the close of each evening and will be as brief as possible.

Workshop No.	Task	Day	Time	No. Groups/Size
2	Problemat	Tuesday, June 15	2 - 5 p. m.	4/40; 15/10

Objective Aim of Workshop	To identify and articulate West Virginia needs, problems and constraints which prevent current efforts from realizing their full potential. The product of this session would be a problemat outlining the gestalted problems and an analysis for each.
Experiential Aim of Workshop	To give each contributor the opportunity to articulate his/her awareness and experience of problems in the vocational arena as a necessary step towards seeing new possibilities.

Opening Remarks: Welcome the group and introduce any newcomers. Quickly contextualize this session as being the bridge between the Analysis and translating the gestalted Problemat into concise and achievable Tactical Arenas. Share the intent of the objective and experiential aim for the workshop.

Process Steps:

1. Conversation. See if there are any loose ends from the morning art form presentations. Perhaps a question like "how would you relate some of the insights of Jean Vanier to this matrix area?" would be helpful. Allow 30 minutes for the opening remarks and conversation.
2. Make Assignment. Before breaking down into the small groups (elements) pass out the work sheets and outline the process steps for the workshop: brainstorm all the problems; gestalt them into major groups; measure the impact of the problem; articulate the implication of not addressing the problem; and outline the constraints which prevent the problem from being solved. Indicate how important it is when identifying problems to do so in a language which is descriptive, concise, and related to their experience. Send the contributors to their small groups by elements. These groups should be the same composition as the previous session. However, if a particular person has a strong need to be in one of the other elements, then try and accomodate that person while attempting to keep all four groups balanced in size. Allow 15 minutes for making the assignment.
3. Brainstorm all the Problems. In each element group the facilitators can begin the workshop by asking everyone to get their insights articulated. Be sure and take your matrix element and brainstorm each of the four horizontal categories separately, moving left to right. Push them to state the problems as brief and clear as possible. Using the flipchart, list the groups wisdom allowing all points of view to be honored. This is not the place to disagree - the gestalt process will clean up the loose ends and restate the problems to reflect group consensus. Push the list flip chart to the comprehensive. Ask, "What's left out?" or "if we stopped now, are you satisfied that our list is complete?" Have some problems up your sleeve in case the group bogs down or overlooks major issues. Allow 30 minutes for this task.
4. Gestalt Problems List into Rational Groupings. Moving quickly, use various symbols (O, X, *, etc.) to cluster problems into common arenas. It is easy to begin with the first problem listed (pick a symbol), and ask the group where a similar problem occurs and use the same symbol. Move on until all problems are clustered. If one problem happens to stand alone, a decision has to be made; should it stand alone because of its independent value, or should it be forced into one of the groupings? Now, use a clean page of the flipchart and rewrite the problems to reflect the groupings. Make sure the statements are in complete and consice sentence form. You will probably end up with a total of 4 to 8 gestalted problems which reflect the larger list from the brainstorm exercise. Let the gestalt determine the list (4, 5, etc.). No not let the form dictate the content. At the end of this task you will have one or more gestalted problem statements for each of the four parts of the element. See if it is possible to quickly prioritize all of the problems in order of most current need and attention. Allow 30-45 minutes for this task.

6. Small Group Reports. The Resource Person can ask each group to read their analysis of a few of their key problems (1 or 2). Allow 15 minutes for reporting to total group.

7. Closing Remarks: Affirm the group's capacity to do in-depth problem analysis. Remind them that this is a crucial step toward solving the problem. The evening workshop will take the gestalted problems and restate them into achievable objectives - called Tactical Arenas. Their work during the first two workshops now makes it possible to design a positive guideline construct for each of the four matrix Worlds. You will gather again at 7:30 p.m.

Workshop No.	Task	Day	Time	No. Groups/Size
3	Tactical Arenas	Tuesday, June 15	7:30-9:30 p.m.	4/40; 16/10

Objective Aim of Workshop	To translate the gestalted problems from the previous workshop into achievable objective statements called Tactical Arenas. The product of the session will be the framework for the training guideline document: concise Tactical Arena statements for each of the four matrix Worlds/16 elements - a total of 64 or more Tactical Arenas.
Experiential Aim of Workshop	To allow each contributor to see that a careful analysis of the problems provides the framework for them to begin conceptualizing the possibilities.

Opening Remarks: Welcome the group and mention that the evening task is a most crucial one, but not nearly as lengthy and complex as the afternoon session. Share the intent of the objective and experiential aim for the workshop.

Process Steps:

1. Make Assignment: Instruct each element group to take their gestalted problems from the left side of their afternoon worksheets and translate them into achievable objective statements (Tactical Arenas). These statements should be brief, concise, and in a cimplete sentence form. It might be helpful to take one gestalted problem from one of the elements and show how it would read if it were restated as a possibility. Allow 15 minutes for opening remarks and making assignment.
2. Restate Problems into Tactical Arenas. In the element groups the facilitator can use the flipchart to write the one sentence translation of each of the previously identified gestalted problems. Be sure these statements are carefully written in functional language. The next workshop (No. 4) will identify all of the Tactical steps that are necessary to activate each Tactical Arena, therefore careful attention to this assignment is a crucial model building step in route toward the Implementaries. Allow 1½ hours for this task.
3. Small Group Reports. Have each group read their Tactical Arenas to the total group. Allow 15 minutes for the reports.
4. Closing Remarks: Remind the group that tomorrow's two workshops (Tactical Steps and Implementaries) are the keys to the guideline design. Send the group out into an evening of rest affirming their work to this point. Tomorrow evening will be a break in the workshops as a social event is on the agenda.

   Note: The purpose of the matrix design is to provide a form that pushes the model building process to be comprehensive, inclusive, and rational. With the designing of Tactical Arenas the formal intent of the matrix is finished. The next two workshops will be out to implement the Arenas.

Workshop No.	Task	Day	Time	No. Groups/Size
4	Tactical Steps	Wednesday, June 16	10-12 Noon	4/40; 16/10

Objective Aim of Workshop	To identify all of the tactical steps that are necessary to activate each Tactical Arena. The product of this session would be approximately four steps per Arena, or 256 tactical steps for the four Worlds.
Experiential Aim of Workshop	To experience the releasing power which comes from tactical thinking - a step crucial to functional model building and problem solving.

Opening Remarks: Remind the group that the time allotment for this session is relatively short for the important task of identifying the tactical steps. Give a few examples of a tactical step (one complete sentence for each step). A tactical step is a strategic action that would be necessary to activate the larger objective (Tactical Arena). The Implementaries which come in the next workshop are concrete behavioral steps (sub-tactics) that are required to carry out each tactical - the who, where, how, and when.

Process Steps:

1. Make Assignment. Before the element groups begin their work encourage them to push for at least four steps per Tactical Arena realizing that some Arena will require more or less steps depending upon its complexity. Allow 20-30 minutes for opening remarks and assignment.

   Special Note For The Student and Training Worlds:

   As you move into the tactical steps process it would be most helpful to consider a matrix within the elements; i.e.. identifying curricula content for Career Preparation (Training World), or Basic Procedures for Identification and Referral (Student World). To avoid over simplification and abstraction, you might cluster the various handicapping conditions into four groups: 1) deaf and/or blind 2) severe physical 3) mental deficiency 4) learning disability and/or emotional disturbance. Then for each cluster articulate as many tactical steps as needed. You would use this process for as many of the Tactical Arenas in an element that could benefit from additional detail planning.

2. Tactical Steps: Pass out the worksheets for this task to facilitate the precision thinking that is required. Make use of the flipchart, but make sure that each step is in a complete one sentence form. Allow 1½ hours for this task. (Reports could be postponed if time runs out).

3. Closing Remarks: If any groups need more time then allow them to complete their work at the beginning of the afternoon workshop. You are about ready to do the Implementaries - the last and most important step in the guideline process.

Workshop No.	Task	Day	Time	No. Groups/Size
5	Implementaries	Wednesday, June 16	2-5 p.m.	4/40; 16/10

Objective Aim of Workshop	To develop specific behavioral steps, implementaries, which will provide the planning dynamic with all the crucial criteria for responsible decision making and action. The product of the session would be a fully developed model to serve as a guideline and stimulus for planning comprehensive delivery of full services for special need students at the secondary level.
Experiential Aim of Workshop	To complete the practical vvision of possibilities by moving from the abstract to the particular using methods which enable the potential user to execute responsibilities in a comprehensive, futuristic, and intentional fashion.

Opening Remarks: This will be the last and most critical session in this model building process for developing a systematic, rational, and functional training guideline. The three workshop sessions tomorrow will go back and refine and polish the data from workshops 3, 4, 5. Encourage the colleagues to embrace their tiredness, complete the implementary task, and look forward to an evening of fellowship and celebration.

Process Steps:

1. Make Assignment: Send the element groups into their work with these kinds of suggestions:
   a) Who: identify the forces, person(s), who would implement each tactical step. If the same person(s) fit a following step simply say "same".
   b) Where: identify the location where the tactical step would most typically take place.
   c) How: identify all of the tools, models, methods, etc. necessary to carry out each tactical step. This implementary should have more detail than the other three. Be as thorough and practical as possible on these "how to" steps.
   d) When: identify the timeline - the typical time in which the tactical step would be implemented, i.e. ongoing, yearly, quarterly, weekly, daily, as required, etc.

   Allow 30 minutes for making this assignment.
2. The Implementaries: Pass out the worksheets for this session to enable the data gathering. The use of the worksheet would be to turn it sideways and put only one tactical step on each page. Be sure to collect and properly number the finished pages once all of the implementaries have been designed. Allow two hours for this task.
3. Reports. The Resource Persons need to carefully check and see how many groups have completed their work and how many will need more time. For those needing more time to complete the implementaries for their element assure them that the Thursday morning workshop is a "safety value" to allow for completing the work, while the other elements will begin the refining and polishing task. Ask each of the groups to report on the state of their progress, and if needed to mention any specific assistance that would be helpful for them to finish. Allow 30 minutes for the reports.
4. Closing Remarks: Congratulate the contributors for their steadfastness and commitment to excellence. The three workshops for Thursday will be conducted in a more relaxed style as the rough draft writing comes to completion.

Workshop No.	Task	Day	Time	No. Groups/Size
6, 7, 8	Refine and Polish	Thursday, June 17	10-Noon; 2-5 p.m. 7:30-9:30 p.m.	4/40; 16/10

Objective Aim of Workshops	To expand, refine, and polish the Tactical Arenas, Tactical Steps, and Implementaries. The product of the session will be a complete rough draft of the guideline document.
Experiential Aim of Workshops	For each contributor to realize that the product of the Institute is their own creation. Their individual and corporate wisdom was the key to shaping new options for students and professionals to realize their full potential.

Opening Remarks: The three workshops for the day have the single purpose of allowing each element group to refine and polish their work from the previous three workshops. If some of the elements need to compile the implementaries allow them to do so during the morning session. The image for the day is corporate precision writing.

Process Steps:

1. Make Assignment: The following criteria may be a helpful guide to enable the corporate writing task. Feel free to expand this list with additional insights:
   a) This is a rough draft. Work quickly and as precisely as possible so that the final editing which follows the Institute will go smoothly, and facilitate the final printing and dissemination of the product.
   b) Be as rational and objective as possible so that there is interior consistency in the writing.
   c) Try to have examples and images integrated with the content so as to avoid abstracting.
   d) Keep in mind the comprehensive and the futuristic guideline will have relevance for the planners and implementers.
   e) Use a language that is clear, consistent, and stimulating. When new or different words are introduced be sure they are imaginally defined.
   f) Try to avoid remarks which are "out on a limb" and may be inaccurate or in conflict with current national or state wisdom.
   g) This is not a cookbook of answers, but rather a stimulus to enable program planners to enhance and expand their effectiveness.
   h) Work corporately using the consensus dynamic.
   i) As work gets completed have element groups trade their work and check the others for clarity, coherence, functionality, feasibility, relevance, timeliness, etc.

2. Closing Remarks: Compliment the contributors for their splendid effort. Ask for their permission to give a 15 minute report to the total Institute in the morning. Friday morning will also include a training presentation on how to implement the guideline document at the secondary level; an Institute evaluation; and closure. (Be sure to systematically gather all completed work).

APPENDIX B

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APPENDIX C

INSTITUTE EVALUATION

Data were collected at the close of the Institute. One part focused on what the contributors viewed as strengths and weaknesses of the overall Institute. Another set of data focused on the relevancy of the Institute, both locally and nationally, the overall planning, organization and facilities. This section presents a summary of that data.

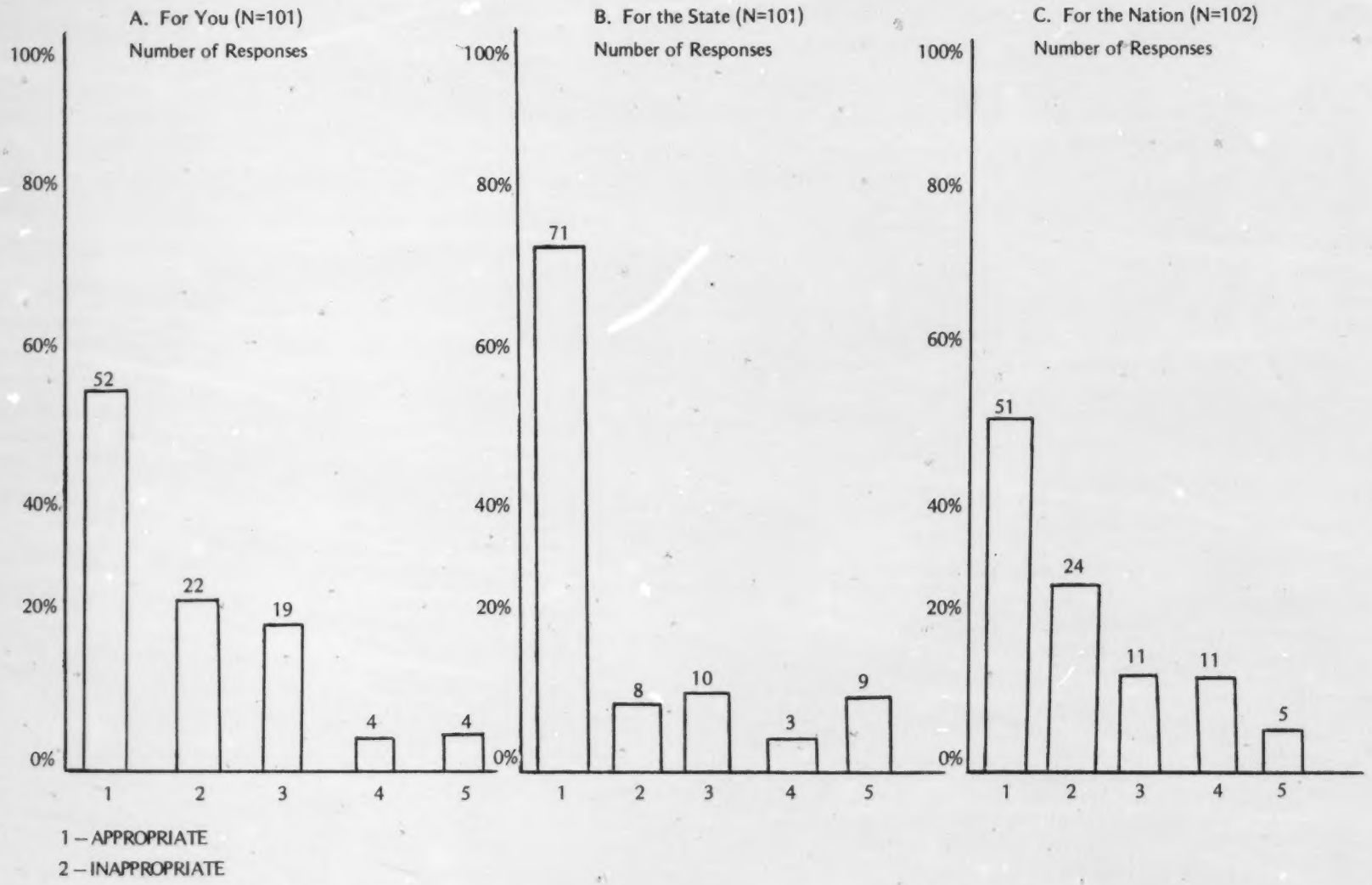
Some of the range of experiences and impressions encountered by the contributors included an evaluation of the organization of the workshop, the resource persons and the scheduling. While the major areas of weakness were centered on the lack of attendance of more West Virginia State Department personnel, the need for more instructionally intense pre-training for facilitators and the necessity to shorten the work week hours to allow time for discussion and reflection, the definite strengths highlighted as viewed by the contributors were the excellent organization of the total workshop, the high level of dedication, thoroughness and competency of the resource people plus the use of the interagency model in the selection of statewide personnel to participate, who were representatives of Vocational Education, Vocational Rehabilitation, and Special Education.

Notable remarks received following the workshop were:

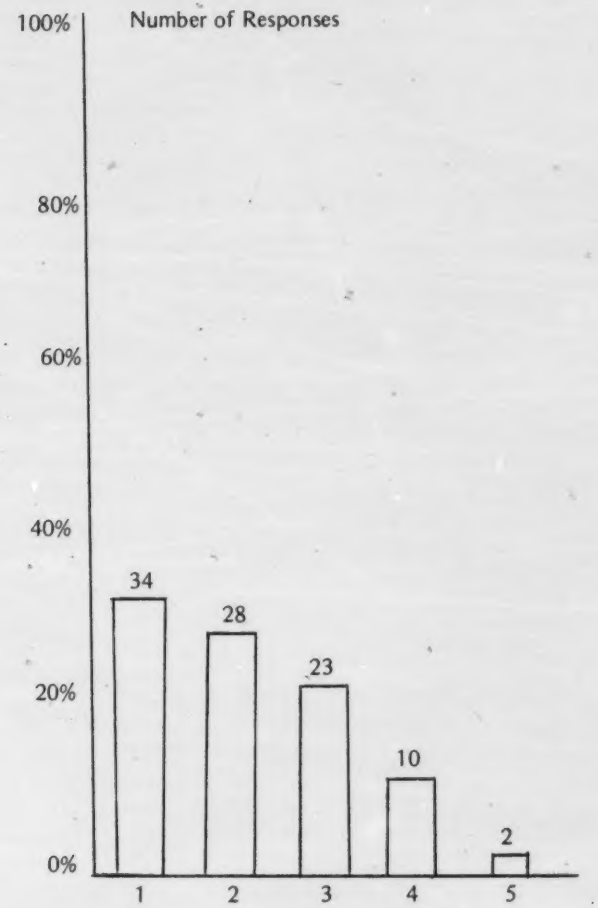
"I am sure this splendid step forward will pave the way for new HORIZONS for many of our handicapped students." - - - Thorald Funk, Director of DVR, State of West Virginia.

"I have never seen so much generated in so short a period of time that has the potential for national impact." - - - Dr. Ray Sankovsky, Coordinator for Special Needs, Department of Vocational and Adult Education, Auburn University, Auburn, Alabama.

I. RELEVANCE OF INSTITUTE

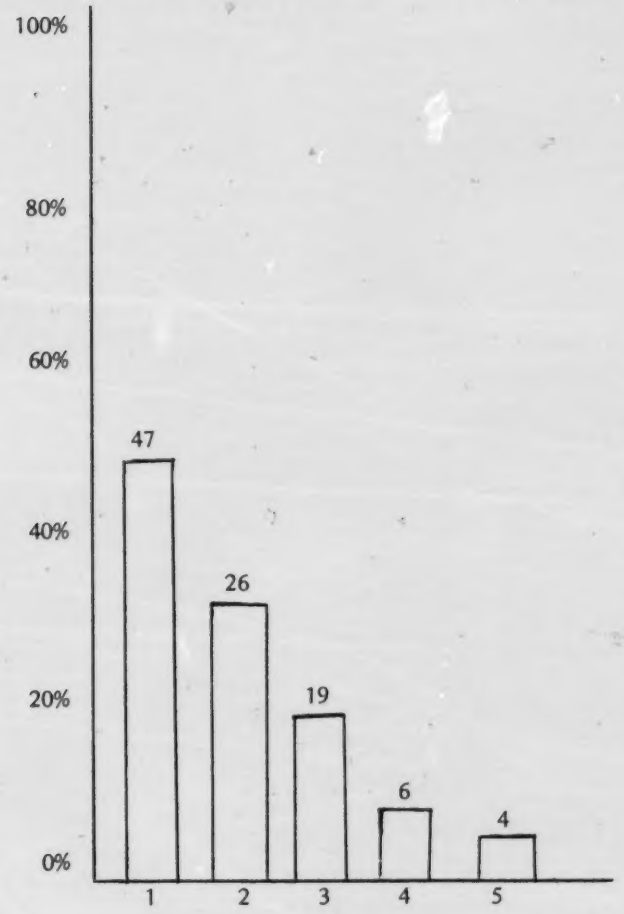


II. RATE THE CLINICS (N=97)

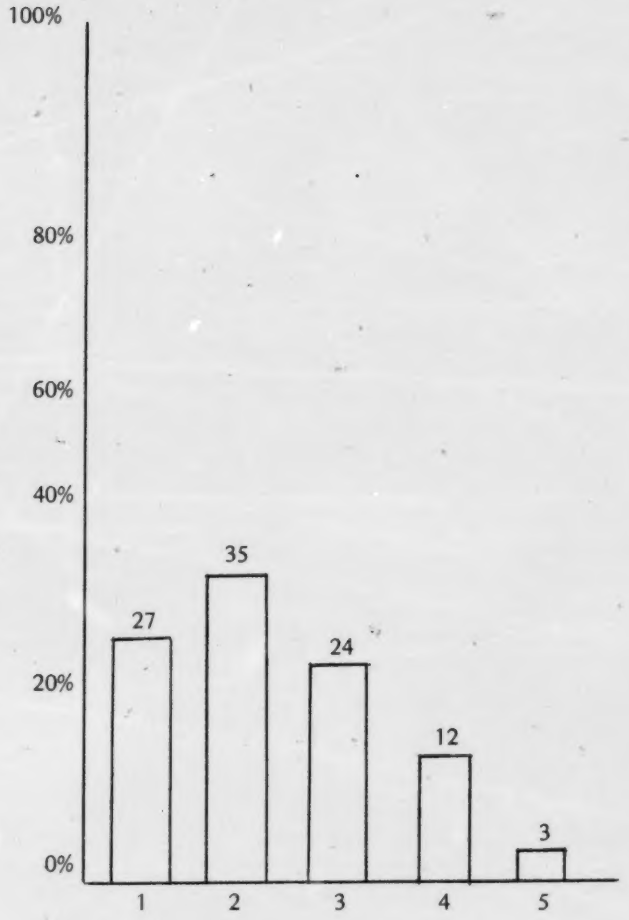


1 – APPROPRIATE
2 – INAPPROPRIATE

III. RATE THE RESOURCE PERSONS (N=102)

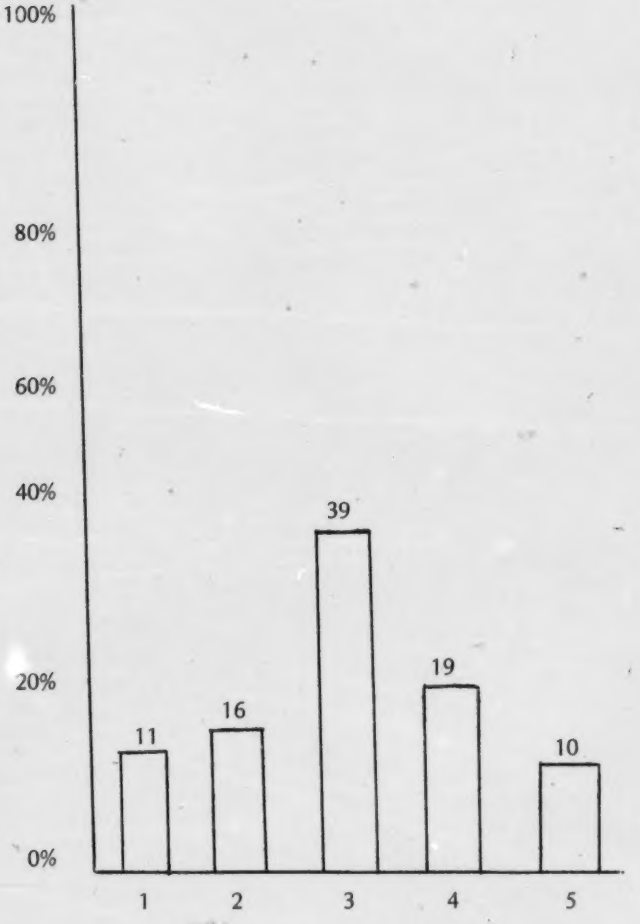


IV. RATE THE SCHEDULING (N=101)



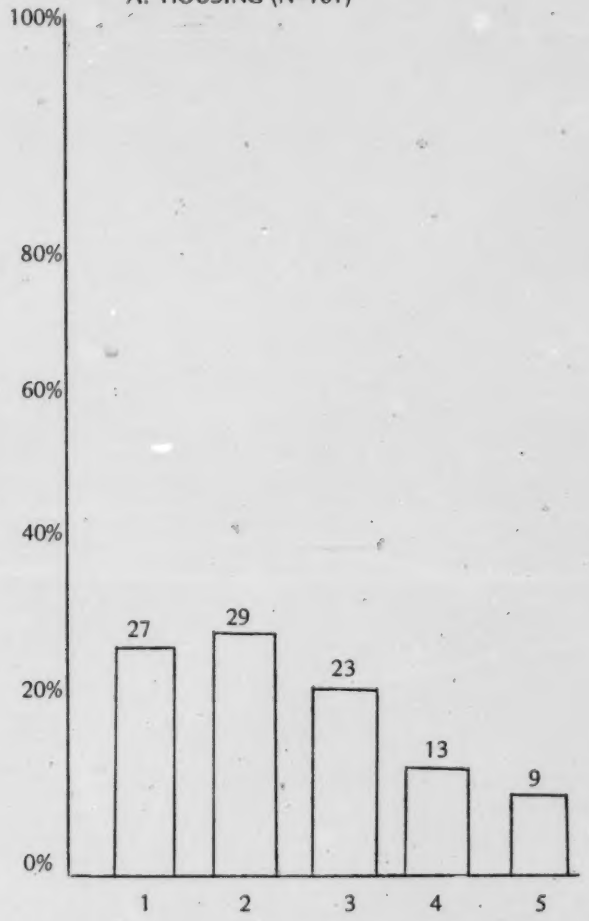
1 – APPROPRIATE
2 – INAPPROPRIATE

V. RATE THE COMMERCIAL EXHIBITS (N=95)

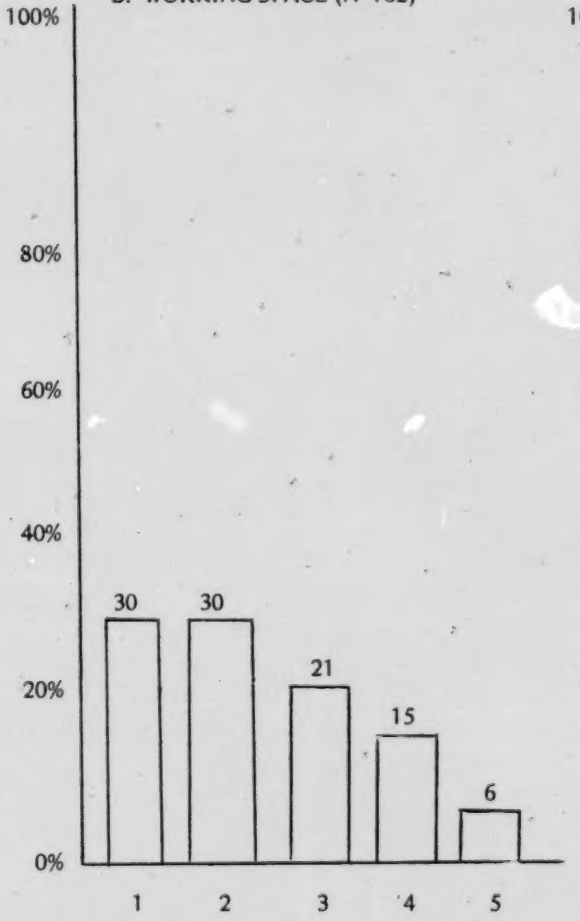


VI. RATE THE FACILITIES

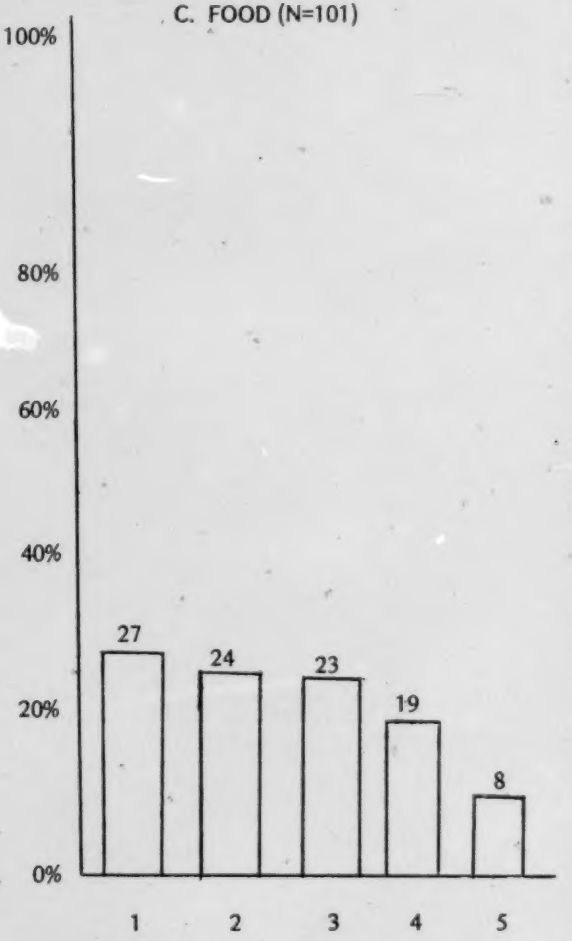
A. HOUSING (N=101)



B. WORKING SPACE (N=102)



C. FOOD (N=101)



1 = APPROPRIATE
5 = INAPPROPRIATE

APPENDIX D

CERTIFICATE

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West Virginia College of Graduate Studies

Department of Special Education

Institute, West Virginia

This is to certify that

Participated in an Institute on the Implementation of Vocational

Education for the Handicapped in West Virginia

June 14–18, 1976

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James W. Rowley
President, West Virginia College of Graduate Studies

Ivo Dean Cook
Director, Vocational Education Training Institute

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To some special people . . . . . .

Sonja Fullen, COGS work study student, for her willingness to assume the same work load as the Director in the conference pre-planning activities.

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Richard Hopkins – videotaping.

Robin Hammer – cover.

Ivy Johnson – composition.

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Mental Retardation Program Specialist	*Robert Sturey*
MELRS Consultant	*Thomas Long*